

Leintwardine Endowed CE Primary School Learning Journey Itinerary

'Letting Our Light Shine'

SUBJECT : DT

YEAR : A

TERM : Spring 1

YEAR GROUPS : 1/2

Key Question: How can I make a perfect pizza?

Previous Knowledge – We would expect children to already be able to:

END OF UNIT OBJECTIVES

Some children will not yet have met what is expected and will show that they are emerging because they can:	Most children will show that they have reached the expected level because they can:	Some children will have gone beyond the expected level and will show that they are exceeding because they can:
<ul style="list-style-type: none"> ○ See that there are differences between different foods and begin to sort them into groups as well as being able to begin to understand that some foods are healthier than others. ○ Identify some healthy and unhealthy foods at opposite ends of the spectrum. ○ Identify some foods that would make part of a healthy diet. ○ Understand why we need to have a healthy diet. ○ Follow a design to make a pizza. ○ Evaluate the finished product. 	<ul style="list-style-type: none"> ○ Sort foods into different food groups. ○ Categorise healthy and unhealthy ingredients. ○ Describe a variety of breads and decide if they are fit for purpose. ○ Explain what eating healthily means. ○ Explain what it means to have a healthy diet and why it is important. ○ Identify the tools and ingredients they will need to make a pizza. ○ Identify and follow rules for food safety and hygiene. ○ Follow a design to make a pizza. ○ Evaluate the finished product. 	<ul style="list-style-type: none"> ○ Name the different food groups accurately and the benefits each group gives our bodies. ○ Describe the different purposes for a variety of breads. ○ Explain what it means to have a healthy diet and why it is important, making suggestions as to how to improve their diet. ○ Identify the tools and ingredients they will need to make a pizza, thinking about which ingredients will complement each other. ○ Identify and follow rules for food safety and hygiene. ○ Follow a design to make a pizza. ○ Evaluate the finished product, making suggestions to make improvements.

ASSESSMENT OPPORTUNITIES

Final Product review

Discussions during planning, building and analysis process

ENRICHMENT OPPORTUNITIES

Helping children to remember more

Taste testing ingredients individually and the final product

Using equipment in school.

SUBJECT SPECIFIC VOCABULARY

Ingredients, healthy, balanced, food groups, Protein, dairy, carbohydrates, fat, vitamins, minerals, varied diet, food hygiene, hygienically, categories, grow and repair, calcium, starchy, processed, design, evaluate

CROSS-CURRICULAR LINKS

Maths - interpret and construct simple pictograms, tally charts, simple tables.

Science - identifying food groups and properties of food groups.
 - Using senses to describe different foods.

English – use descriptive language to describe foods.

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