

Knowledge Planner- Food and Farming- Year 1

National Curriculum Objectives:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from
- 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
- select from and use a range of tools and equipment to perform practical tasks
- select from and use a wide range of materials and components, including ingredients
- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Building on from EYFS:

During the time in our Early Years setting, we have provided children with a range of materials for children to construct with and encouraged them to think about and discuss what they want to make through our continuous provision.

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

Children at the expected level of development (at the end of Reception) will:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.

Vocabulary encountered in Nursery: push, pull, twist, turn, on, off, wind, move, forwards, backwards, up, down, cut, stick, join, glue, sellotape, tape, blu tack, glue stick, paper, craft, making, build, change

Vocabulary encountered in Reception: how, what, why, where, carefully, rough, smooth, spiky, soft, hard, bumpy, squishy, sticky, construct, materials (wood, metals, paper, glass, plastic), properties, **How, what, why, where, carefully, construct, making**

Revisit Early Years learning:

- Start to suggest ideas and explain what they are going to do.
- Begin to develop their ideas through talk and drawings.
- Start to prepare simple dishes safely.

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<p>Key Learning:</p> <ul style="list-style-type: none"> ✓ Understand and explain the purpose of a Farmer’s Market . ✓ Suggest ideas for products that we could make. ✓ Plan together what resources, equipment and ingredients are needed to create our own Farmer’s Market. ✓ Complete an evaluation of existing products (Food tasting, packaging, posters). ✓ Identify what makes posters and packaging appealing and begin to consider the target group for their products. ✓ Use what they know about existing products, packaging and posters to create their success criteria. ✓ Design their own packaging and posters using the success criteria created. ✓ Create their own poster to advertise the Farmer’s Market. ✓ Create their own packaging for their product. ✓ Follow a simple recipe. <p>Evaluate the success of the Farmer’s Market.</p>	<p>Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> ✓ Begin to develop their design ideas through discussion, observation, drawing and modelling. ✓ Look at a range of existing products explain what they like and dislike about products and why. ✓ Understand that all food comes from plants or animals. <p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> ✓ Begin to select tools and materials; use correct vocabulary to name and describe them. ✓ Demonstrate how to use techniques such as cutting, peeling and grating. ✓ Learn to use hand tools safely and appropriately. <p>Evaluating processes and products</p> <ul style="list-style-type: none"> ✓ Evaluate their work against their design criteria. ✓ Evaluate their work against their design criteria. ✓ Start to evaluate their products as they are developed, identifying strengths and possible changes they might make. ✓ With confidence talk about their ideas, saying what they like and dislike about them.
<p>Key Places/people</p> <p>Farmers Chatsworth Farm shops McDonalds</p>	<p>Key Vocabulary: Farmer’s market, Packaging, Design, Make, Ingredients, Recipes, Advertisement, Weigh, Cost, Price, Hygiene, Promote, Success, Produce, Evaluate, Appealing, Criteria, Process, Function, Successful, Evaluation</p>
<p>Key Knowledge that children should know and remember by the end of the topic:</p> <p>I know different places where food is sold- farmers market, supermarket</p> <p>What type of food is sold at a farmers’ market? homegrown food, fresh fruit/veg, products made with the produce such as honey/cheese/cakes</p> <p>What food is a healthy food? And why?</p> <p>Can you tell me what would make a good poster? Colourful, informative, simple, eye-catching</p> <p>Can the children explain the importance of labelling? Consider allergy listings</p>	
<p>Cross-curricular links:</p> <p>Science – Plants Unit Maths – weighing and measuring ingredients, Money (revisit) Reading – reading instructions and recipes</p>	

<https://www.twinkl.co.uk/go/resource/tgv2-t-15-how-to-make-bread-video>