


Dereham Church Infant and Nursery School- DT

	Year group: 1	Area/topic: Autumn 1
	<p>(Objectives from NC/ELG/Development matters)</p> <ul style="list-style-type: none"> • understand and apply the principles of nutrition and learn how to cook. <p>Key stage 1</p> <ul style="list-style-type: none"> ♣ use the basic principles of a healthy and varied diet to prepare dishes ♣ understand where food comes from. 	

Prior learning	Future learning
<p>Children have had the experience of trying new foods.</p> <p>Children have had the experience of observing foods and looking at what is inside.</p> <p>Children have had the experience of naming and being introduced to new foods.</p> <p>Children have had the experience of making food.</p>	<p>Children will learn where their food comes from.</p> <p>Children will understand what food can be grown.</p> <p>Children will understand what food comes from animals.</p> <p>Children will understand different types of eating habits.</p>

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
<ul style="list-style-type: none"> • children will know what fruits, vegetables and herbs can be grown. • Children will be given the opportunity to grow a herb/fruit/vegetable in the classroom environment. 	<p>Photos in DT books and quotes from the children with their thoughts and opinions on the taste and</p>

<ul style="list-style-type: none">• Children will specifically look at fruits, vegetables and herbs to link with Science learning.• Children will be given the opportunity to try what they have grown.• Children can identify what is healthy/unhealthy.• Children will be given the opportunity to use skills such as grating and cutting to make something.	what they know about plant growth.
Key vocabulary	
<ul style="list-style-type: none">• Fruit• Vegetable• Herb• Growth• Healthy• Unhealthy• Tasting• Cutting• Grating• Food Hygiene	
Common misconceptions	Books linking to this area
<ul style="list-style-type: none">• Children might not understand that fruits have seeds and vegetables do not.• Children might have phobias of trying foods and adults should be mindful of this.	Oliver's vegetables Bad Apple
Memorable first hand experiences	Opportunities for communication

- Growing their own food (herbs/cress) and then trying their own food.

- Discussions throughout the sessions, looking at different fruits and vegetables.
- Discussing the tastes.

DCINS Reasonable adjustments for pupils with SEND

Communication and Interaction

Visual aids
Modelling - through the use of visualiser or 1:1
Simple instructions
Use of WAGOLL
Pre-teaching vocabulary
Coloured paper

Cognition and Learning

Repetition of skills
Photo examples
Check understanding regularly
Artist work on the table, stuck into their books, stuck onto learning boards
Verbal responses being scribed by adults
Large scale if fine motor is a barrier

Social, Emotional and Mental health

Allow access to a quiet area

Give them a special role to boost their self-esteem

Seat pupil with more confident friend - talking partners

Now and next board

Sand timer

Step by step guides with visuals/pictures/photos

Sensory and Physical

Chunky crayons/paintbrushes

A range of tools/scissors

Gloves for sensory issues

Explore new materials

Carpet space position

Reduce background noise

Mixing and painting with body parts