

	Year group: Year 1	Area/topic: Food and Nutrition
	<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. ➤ 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. 	<p>Photos in DT books and quotes from the children with their thoughts and opinions on the taste and what they know about plant growth.</p>	
Key vocabulary		
<p>Fruit, Vegetable, Herb, Growth, Healthy, Unhealthy, Tasting, Cutting, Grating, Food Hygiene</p>		
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. 	<ul style="list-style-type: none"> ➤ 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.

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Reasonable adjustments for pupils with SEND

Communication and Interaction	Cognition and Learning
Visual aids Modelling - through the use of visualiser or I:I Simple instructions Use of WAGOLL Pre-teaching vocabulary Coloured paper	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	Sensory and Physical
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	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