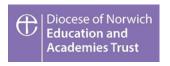
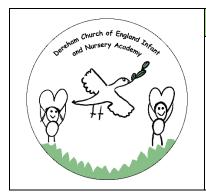
Dereham Church of England Infant and Nursery Academy-DT Summer 2





Year group: Year I	Area/topic:	Create, Develo	p and Evaluate Products
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(objectives from NC/ELG/Development matters)

understand where food comes from.

Prior learning	Future learning
Children have experienced looking at, handling and tasting different	Children will be able to explain where their food has come from and what
fruits and vegetables.	must be included within a balanced and healthy diet.

What pupils need to know or do to be secure				
Key knowledge and skills		Possible evidence		
Children should begin to look at the healthy eating plate and understand in a basic format that they		Children to discuss and look at the		
should have a balanced and varied diet.		healthy eating plate as a class.		
Children should be taught the names of the food groups and discuss what food groups they have eaten				
that day and provide examples.		Children should be given the opportunities		
Children should begin to understand where some of their foods and drinks come from e.g. milk from a		mostly for discussing and sharing their		
cow. Burgers might also come from a cow.		knowledge.		
Key vocabulary		·		
Eat well plate, Healthy, Unhealthy, Balanced diet, Food groups		Children can be given opportunities for sorting foods into the food groups as well as matching the food to its original		
		source.		
Common misconceptions	Books linking to this area			
Children might not understand how much of each food group they should	Food Fight			
erve for a balanced diet. This does not always mean we would have the				
same amount of diary as sugars per day.				

Memorable first hand experiences	Opportunities for communication
Children to discuss and look at the eat well plate.	Children should discuss what they have eaten throughout a day as well
Children might want to role play being in a restaurant or the lunch hall	as what they know about food.
whilst discussing their meals and understanding of the balanced food	Children to talk through scenarios with adults about balanced and healthy
plate.	meals.

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Reasonable adjustments for pupils with $\ensuremath{\mathsf{SEND}}$

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 Social, Emotional and Mental health	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 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	Churky 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