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# Introduction

## ABOUT THE SERIES

*Developing Literacy Skills Through Design & Technology* is a series of books aimed at developing key literacy skills through a range of DT projects, for Key Stage 1 and 2.

It offers a structured approach, providing detailed lessons plans to teach specific literacy and DT skills. A unique feature of the series is the provision of differentiated activities aimed at reducing teacher preparation time. Suggestions for follow-up activities for both literacy and DT ensure maximum use of this resource.

## ABOUT THIS BOOK

This book is for teachers of children at Key Stage 1. It aims to:

- ◆ Develop children's literacy and DT skills through a series of stimulating and engaging projects, with supportive and challenging differentiated activities
- ◆ Support teachers by providing practical teaching approaches, based on whole class, group, paired and individual teaching
- ◆ Encourage the development and planning of creative ideas, as well as building on key skills of evaluation and communication

## CHAPTER CONTENT

### **Literacy objectives**

These outline the aims for the literacy activities suggested in the teaching unit

### **DT objectives**

These outline the aims of the DT objectives covered in the teaching unit

### **Resources**

This lists the resources needed to teach the unit

### **Starting point: Whole class**

This provides ideas and some key questions with which to get the unit started

### **Using the photocopiable text**

This explains how to use the texts provided within the unit

### **Group activities**

This explains how to use the differentiated sheets once the children have split into group work

### **Plenary session**

This suggests whole class activities to aid the discussion of learning outcomes and future work

### **Follow-up ideas for literacy**

This suggests further literacy activities related to the teaching unit, to be taught in separate lessons

### **Follow up ideas for DT**

This contains suggestions for further DT activities which could be taught separately

# Useful Websites

- ◆ [www.curriculum.qcda.gov.uk/](http://www.curriculum.qcda.gov.uk/)  
The National Curriculum programmes of study and attainment targets for key stages 1 - 4
- ◆ [www.data.org.uk](http://www.data.org.uk)  
The Design and Technology Association which represents those involved in design and technology education
- ◆ [www.ngflnorthumberland.co.uk](http://www.ngflnorthumberland.co.uk)  
Free online resources and curriculum materials for teachers
- ◆ [www.nuffieldfoundation.org/teachers](http://www.nuffieldfoundation.org/teachers)  
Useful educational links for primary design and technology
- ◆ [www.nationalschoolpartnership.com](http://www.nationalschoolpartnership.com)  
◆ A website providing educational and teacher resources
- ◆ [www.techitoutuk.com](http://www.techitoutuk.com)  
Links, materials and design and technology projects
- ◆ [www.mechanical-toys.com](http://www.mechanical-toys.com)  
Website detailing the history of mechanical toys, how to make them and how the mechanisms work
- ◆ [www.cabaret.co.uk](http://www.cabaret.co.uk)  
Museum of automata, with numerous models to make and inspire
- ◆ [www.robertsabuda.com](http://www.robertsabuda.com)  
Ideas and templates for pop-up books
- ◆ [www.footwearhistory.com](http://www.footwearhistory.com)  
Website detailing the history of shoe design and construction
- ◆ [www.mechanicalmonkey.co.uk](http://www.mechanicalmonkey.co.uk)  
Source of different mechanisms and kits
- ◆ [www.bakerross.co.uk](http://www.bakerross.co.uk)  
General all-purpose class kits for all areas of the curriculum
- ◆ [www.tts-group.co.uk](http://www.tts-group.co.uk)  
Class resource kits for design and technology projects
- ◆ [www.spartacus.schoolnet.co.uk](http://www.spartacus.schoolnet.co.uk)  
A website providing free access to a wide range of design and technology materials, resources and software for students to use as they engage in design and technology activities as part of the UK National Curriculum.
- ◆ [www.teachable.net](http://www.teachable.net)  
Teacher-developed resources that are adaptable and easy to use

# Scrummy Salads!

## ◆ Aim

To design and make a bowl of fruit salad to a particular specification

## ◆ Time Allocation

4 x 60 minute sessions

## ◆ Literacy objectives

- ◆ To make collections of descriptive words
- ◆ To make simple lists

## ◆ DT Objectives

- ◆ To know there are a wide variety of fruit and vegetables that can be named and grouped
- ◆ To learn about health and safety issues when preparing and tasting food

## ◆ Resources

- ◆ Scrummy Salads! worksheets. These can later be collated into a booklet, with a front cover designed by the children, possibly incorporating a photograph of their individual salad
- ◆ A selection of fruit, some familiar to the children and some which are not
- ◆ Necessary quantities of all ingredients
- ◆ Tools and equipment e.g. knives, spoons, mixing bowls, chopping boards etc.
- ◆ Plastic table covers, antibacterial cleaner, hand washing and washing up facilities, aprons etc.

## ◆ Starting point: Whole class

Start off by identifying fruit with children through descriptions using all of the 5 senses. Ask the children to guess which fruit is coming out of your shopping bag by listening to clues e.g. 'I'm holding a fruit which is round', 'The skin is bumpy', 'This fruit is very juicy', 'The colour is orange'. (It is obviously important prior to this whole activity to find out if there are any children who are sensitive to particular foods, and to adapt the unit accordingly.) Write up the names of the fruits as they come out of the bag and at the end canvas the children on which fruits they like, recording their responses with tallies. This information could later be used to produce a simple pictogram.

## ◆ Group activities

Split the children into groups to complete a tasting test of various fruit. This session could also be followed by an art lesson, drawing and painting the fruit from still life, to use in display work with the descriptive words the children have thought of.

## ◆ Using the Activity sheets

**Activity sheet 1:** this is for pupils who will need support reading the vocabulary and completing their sheet.

**Activity sheet 2:** this is for pupils who will need some support with the reading and writing of the descriptive vocabulary.

**Activity sheet 3:** this is for pupils who will be able to independently complete the task, thinking and writing their own descriptive vocabulary, referring back to the previous whole-class discussion for ideas if necessary.

Reviewing their thoughts from the tasting task, tell the children that they are going to work in groups to create a fruit salad for another group of children in the class. The first thing they will need to do is conduct a questionnaire, to discover what ingredients they will need in order to make a fruit salad liked by the group. Spaces have been left on the fruit chart, in order for children to customize this to reflect the fruit on offer.

Following the completion of the questionnaire, each group should decide which fruits they will use in their fruit salad, and what, if any, other accompaniments they may include. Explain to the children that they are going to use their findings to complete a 'Fruit Salad Specification' – a plan, which will help them make the best fruit salad they can. They will be working as a team, so will need to come to agreed joint decisions. Remind the children how to make simple lists for their ingredients before the groups split off.

# Scrummy Salads!

## ◆ *Developing their designs*

Having decided on the ingredients for their fruit salad, spend some time talking to the class about the health and safety issues of working with kitchen implements. Discuss the risks with using knives and spoons for cutting and peeling, and the importance of hygiene when handling food.

Demonstrate to the children different ways of presenting the fruit – size and shape of cut pieces etc. Allow time for changes/additions to be made to their specifications prior to the practical work to reflect this discussion.

Once it is time for the practical activity of making their fruit salads, remind the children to use their specification sheet, remember all the pointers about safe and hygienic food preparation and ensure that they share out the tasks fairly in their group. Each group should also take responsibility for clearing away properly at the end.

## ◆ *Plenary session*

When each group has made their fruit salad, they can fill in the top part of the Evaluation sheet. Salads can then be given to their target group to try, and the bottom half of the Evaluation sheet can be completed. Prior to the salads being eaten, a photograph could be taken to use for display work later.

Gather the children back into one group for a final class evaluation, sharing the work done by the children. Use the questions on the Evaluation sheet to prompt discussion and reflection on the task.

## ◆ *Follow-up ideas for Literacy*

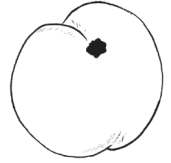
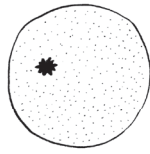
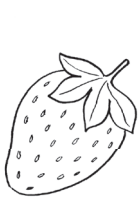
- ◆ Read stories and poems on the theme of 'Fruit'
- ◆ Alphabetical work, e.g. sort different foods into alphabetical order
- ◆ Complete labelled diagrams of their fruit salads
- ◆ Compile a class fruit salad recipe book

## ◆ *Follow-up ideas for DT*

- ◆ Challenge the children to design fruit salads for a particular season, e.g. Winter Salad
- ◆ Extend work done with food preparation (cutting, grating etc), food measurement and planning an order of work
- ◆ Link this activity with a seasonal display and make papier mâché models of different fruits/vegetables, e.g. Harvest

◆ Tasting Fruit! ◆

◆ For each fruit you taste, draw and describe it, using these words to help you



Red Green Yellow Orange Blue Soft Hard Round Large/small  
 Squishy Hairy Rough Bumpy Silky Smooth Crisp Sweet Juicy Fresh

Draw the fruit	Describe the fruit	😊 😐 😞