

Objective	Milestone Indicators	Basic Activities	Advanced Activities	Deep Activities	Resources
Milestone 1 Explore objects and designs to identify likes and dislikes of the designs	- Ask questions such as; 'What is this fruit called?', 'How is it eaten?', 'Can you describe how it looks/feels/smells/tastes?	I can describe the taste of the fruit that I eat and say whether I like it or dislike it. -Sheet 1	I can identify the taste, look, smell and feel of fruits that I try. -Sheet 2	I can select my favourite fruit from my selection and say why it is my favourite. -Extension on sheet 2	<ul style="list-style-type: none"> Fruit Differentiated fruit tasting sheets
	INPUT; Have a large variety of fruit - take one each at a time and teach chn their names and how they are eaten. Explain we will use some of these fruit to make a fruit salad - model activities chn will do whilst tasting fruit - split chn into groups with adults to watch fruit being prepared and tasting	F2 - as basic with adult support for writing element, link to W.			
Milestone 1 Explore objects and designs to identify likes and dislikes of the	- Why is it important to find out the tastes and likes of others?	I can use a pictogram to find out what the favourite fruit is of my peers	I can question my peers on their favourite fruit and record these on a pictogram.	I can draw conclusions from a pictogram including most popular fruit, least popular fruit.	<ul style="list-style-type: none"> Pictogram sheets

designs	<p>INPUT</p> <p>Explain that today we are going to be finding out which fruit is the most popular in the class - discuss how it is important to find out what people like so that we make fruit salads that people will like and want to eat.</p>	<p>FSU - As above, link to PSED, CL</p>			
<p>Milestone 1</p> <p>Cut, peel or grate ingredients safely and hygienically</p>	<ul style="list-style-type: none"> - Discuss the importance of good hygiene - what would happen if we didn't maintain good hygiene? - Discuss and model safe ways to cut and peel fruit. 	<p>I can practice cutting and peeling fruit safely.</p> <ul style="list-style-type: none"> -Use of peelers and knives closely supervised by adult 	<p>I can create a poster explaining how to safely and hygienically prepare food.</p>	<p>I can clearly explain what would happen if food wasn't prepared safely or hygienically.</p> <ul style="list-style-type: none"> -Extension of poster 	<ul style="list-style-type: none"> • Fruit • Safety knives • Peelers • A3 paper • Felt tips
	<p>INPUT;</p> <p>Teach good practices for hygiene - ensuring tools are clean, surfaces are clean, hands are clean. Talk about and demonstrate safe methods of using tools including transporting them.</p>	<p>FSU - practicing using tools safely and investigating different methods of cutting and preparing fruit, link to MH and HSC</p>			
<p>Milestone 1</p> <p>Design products that have a clear purpose and an</p>	<ul style="list-style-type: none"> - Encourage chn to look back at their fruit tasting - which fruit did they like and which didn't they like? 	<p>I can state which fruits I want to include in my fruit salad.</p> <ul style="list-style-type: none"> - List of fruits written. 	<p>I can identify which fruits I will use for my salad and the tools I will need to create it.</p> <ul style="list-style-type: none"> -Fruit salad design 	<p>I can design my fruit salad and detail and explain who my fruit salad will be for.</p> <ul style="list-style-type: none"> -Fruit salad design sheet. 	<ul style="list-style-type: none"> • Fruit • Tools • Fruit salad design sheets

intended user	INPUT; Explain to chn that we are going to design our fruit salads, including which fruit is in them and how the fruit is prepared. Print out/show on IWB a variety of	FSU - as above, adult support as appropriate	sheet.		
Milestone 1 Make products, refining the design as work progresses.	- Ask questions such as 'How are you going to prepare...!', 'How are you going to make sure you are being safe/hygiene?'	MAKING FRUIT SALADS - encourage Y1 chn to refine change plans as they go.			<ul style="list-style-type: none"> • Fruit • Tools • Paper towels • Children's named containers from home • iPad for photos
Milestone 1 Make products, refining the design as work progresses.	- Explain purpose of evaluating - to think about what worked well, what could be improved. - Question chn - why? What could be even better? What could you have used/done instead?	I can say what I like about my finished fruit salad. -Take photo of child with salad with adult recording chn response. FSU - as above	I can say what I like about my fruit salad and one way I can make it better. -Take photo of child with salad with adult recording chn response.	I can explain and give reason to what I like about my puppet and one way I can make it better. -Take photo of child with puppet with adult recording chn response.	-Camera Speech bubbles to record responses.