


Dereham Church Infant and Nursery School- DT

	<b>Year group: Year 1</b>	<b>Area/topic: Food and Nutrition</b>
	(objectives from NC/ELG/Development matters)  understand where food comes from.	

Prior learning	Future learning
Children have experienced looking at, handling and tasting different fruits and vegetables.	Children will be able to explain where their food has come from and what 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 should have a balanced and varied diet. 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 begin to understand where some of their foods and drinks come from e.g. milk from a cow. Burgers might also come from a cow.	Children to discuss and look at the healthy eating plate as a class.  Children should be given the opportunities mostly for discussing and sharing their knowledge.  Children can be given opportunities for sorting foods into the food groups as well as matching the food to its original source.
Key vocabulary	
Eat well plate Healthy Unhealthy Balanced diet Food groups	

<b>Common misconceptions</b>	<b>Books linking to this area</b>
Children might not understand how much of each food group they should have for a balanced diet. This does not always mean we would have the same amount of dairy as sugars per day.	Food Fight
<b>Memorable first hand experiences</b>	<b>Opportunities for communication</b>
Children to discuss and look at the eat well plate. Children might want to role play being in a restaurant or the lunch hall whilst discussing their meals and understanding of the balanced food plate.	Children should discuss what they have eaten throughout a day as well as what they know about food. Children to talk through scenarios with adults about balanced and healthy meals.

DCINS Reasonable adjustments for pupils with SEND

Communication and Interaction	Cognition and Learning
Visual aids Modelling – through the use of visualiser or 1:1 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

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