



Year 2

Design and Technology

Cooking and Nutrition (Autumn 1)

Ladders to be covered:

- I can recognise foods and their food groups.
- Y2C-D1 I can design a healthy wrap based on a food combination which work well together.
- Y2C-M1 I can slice food safely using the bridge or claw grip.
- Y2C-M2 I can construct a wrap that meets a design brief.
- Y2C-E1 I can describe the taste, texture and smell of fruit and vegetables.
- Y2C-E2 I can taste test food combinations and final products.
- Y2C-E3 I can describe the information that should be included on a label.
- Y2C-E4 I can evaluate which grip was most effective.
- Y2-MS-E1 I can evaluate my own designs against design criteria.

Resources needed:

Knives, Chopping board, Ingredients,

Session	DT Day
<p>Science Lesson</p>	<p>What is a balanced diet? LI: I can describe what should be included in a human's balanced diet. Resources needed: healthy plate (food in correct sections), WT – make a healthy meal (plate), BBC Bitesize</p>
<p>1 BQ – What are the five main food groups?</p>	<p><u>LI: I can recognise foods and their food groups.</u> <u>LI: I can describe the information that should be included on a label.</u></p> <p>Pre-assessment</p> <p>Introduce Knowledge Organiser</p> <p>Resources needed: PowerPoints (Kapow), Kapow sorting (fruit or vegetable)</p> <p>Key terminology – carbohydrates, dairy, fruit, oils, proteins, spreads, vegetables</p> <p>Recap the food groups from the science lesson and discuss why they are important in a diet and how much of each we should try to have as a balanced meal. Talk about what might happen if we don't have a balanced diet. What would this mean for us?</p>
<p>2 BQ – How can we create</p>	<p><u>LI: I can recognise foods and their food groups.</u></p> <p>Resources needed: PowerPoints (Kapow), Kapow menu template</p>



<p>a balanced meal?</p>	<p>Key terminology – balanced, diet, menu</p> <p>Ask the children: What are your favourite things to eat? Why do you like eating this food? (It tastes nice; it is filling; it is sweet/spicy/crunchy.)</p> <p>Explain that just like their favourite food plates, it is unlikely that every meal they eat will be completely balanced and contain all the food groups.</p> <p>Model choosing some ingredients to build a meal. Start with a potato and pasta sandwich. Display slide 1 of the Presentation: Balanced meals and ask the children to discuss whether the potato and pasta sandwich is a balanced meal. Talk about how these meals can be improved.</p> <p>Ask the children:</p> <ul style="list-style-type: none">• What is a restaurant? (A place where people can order food to eat.)• Can you name any restaurants?• What is a menu? (A list of the foods and meals you can order at the restaurant.)• Can you think of different ways to order from a menu? (On an app; from a screen; from a person at the counter; from one of the waiting staff.) <p>Using menu template, children will design a balanced meal with a starter, main and desert. Try to include all food groups. Discuss as a class first and then children can create their own.</p> <p>Share ideas as a class.</p>
<p>3 BQ – How do we prepare food accurately?</p>	<p><u>LI. I can slice food safely using the bridge or claw grip.</u> <u>LI. I can evaluate which grip was most effective.</u></p> <p>Key terminology – chopping board, cut, grate, grater, scissors, snip, spread, table knife</p> <p>Introduce the kitchen equipment the children will use during lesson: table knife, box grater, scissors, chopping boards</p> <p>Show the children the foods they will prepare during the lesson</p> <p>children to visit the food preparation skills table supervised by an adult</p>

	<p>The children not at the preparation skills table will match preparation skills to suitable equipment and foods using their knowledge from the lesson.</p>
<p>4 BQ - Which ingredients would you like in your wrap?</p>	<p><u>LI: I can taste test food combinations and final products.</u> <u>Y2C-E1 I can describe the taste, texture and smell of fruit and vegetables.</u></p> <p>Key terminology – Combination, feel, smell, taste</p> <p>Display slide 1 of the Presentation: Design brief and discuss Jamie Oliver. Explain to the children that before Jamie Oliver began his campaign to change school lunches, much of what was on offer did not represent a balanced diet.</p> <p>Explain that the school has received a letter from a charity inspired by the work of Jamie Oliver.</p> <p>The design brief letter highlights that the wrap should:</p> <ul style="list-style-type: none"> • Be balanced. • Include protein, fruits or vegetables and dairy products. • Be tasty and something children will like. <p>Explain that a food's taste and feeling (texture) help us decide whether we like it. Highlight that different people will like different tastes and textures.</p> <p>Show the children the different foods we will try from the different food groups. They will try each one and use a range of words to describe the taste and texture of it.</p> <p>Taste testing – complete Kapow sheet</p>
<p>5 BQ - What is included on the design brief?</p>	<p><u>LI: I can design a healthy wrap based on a food combination which work well together.</u></p> <p>Key terminology – design, ingredients</p> <p>Ask the children:</p> <ul style="list-style-type: none"> • What are you designing? (A balanced wrap.) • Who are you designing it for? (A charity that wants a healthy wrap that children will like.) • What food groups must it contain? (Protein, fruit or vegetables, dairy.)



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	<p>Explain that the children will design three wraps using their favourite flavour combinations. design three wraps with the same ingredients but with varying amounts of the ingredients in each design.</p> <p>Ask the children to draw their designs and label the ingredients. Explain that they are drawing the ingredients in the wrap before it has been wrapped up.</p>
6	<p><u>LI: I can slice food safely using the bridge or claw grip.</u></p> <p><u>LI: I can construct a wrap that meets a design brief.</u></p> <p><u>LI: I can evaluate my wrap against the design brief and my own final design.</u></p> <p><u>Y2-MS-E1 I can evaluate my own designs against design criteria.</u></p> <p>Key terminology – appearance, evaluate, review</p> <p>Children to use knife and chopping board to slice up ingredients they have chosen for their wrap. Teacher to demonstrate first, discussing and showing both the claw and bridge grip.</p> <p>Make wrap step by step</p> <p>Children to evaluate their wrap by appearance and taste and to discuss which grip they found most effective when slicing food.</p>