



Design and Technology

Year 2 – Cooking and Nutrition – Balanced Diet		
Prior Learning	Year 2	Future Learning
In Year 1, children will:	In Year 2, children will:	In Year 3, children will:
Design - Designing smoothie carton packaging by hand. Make - Chopping fruit and vegetables safely to make a smoothie. - Juicing fruits safely to make a smoothie. Evaluate - Tasting and evaluating different food combinations. - Describing appearance, smell and taste. - Suggesting information to be included on packaging. - Comparing their own smoothie with someone else's. Technical Knowledge - To know that a blender is a machine which mixes ingredients together into a smooth liquid. - To know that a fruit has seeds. - To know that fruits grow on trees or vines.	Design - Designing three wrap ideas based on a food combination - which work well together. Make - Chopping foods safely to make a wrap. - Constructing a wrap that meets a design brief. - Grating foods to make a wrap. - Snipping smaller foods instead of cutting. Evaluate - Describing the taste, texture and smell of fruit and vegetables. - Taste testing food combinations and final products. - Describing the information that should be included on a label. - Evaluating food by giving a score. Technical Knowledge - To know that 'diet' means the food and drink that a person or animal usually eats.	Design - Designing a recipe for a savoury tart. Make - Following the instructions within a recipe. - Tasting seasonal ingredients. - Selecting seasonal ingredients. - Peeling ingredients safely. - Cutting safely with a vegetable knife. Evaluate - Establishing and using design criteria to help test and review dishes. - Describing the benefits of seasonal fruits and vegetables and the impact on the environment. - Suggesting points for improvement when making a seasonal tart. Technical Knowledge - To know that not all fruits and vegetables can be grown in the UK. - To know that climate affects food growth.

- To know that vegetables can grow either above or below ground. - To know that vegetables is any edible part of a plant - (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber).	- To understand what makes a balanced diet. - To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. - To understand that I should eat a range of different foods from each food group, and roughly how much of each food group. - To know that 'ingredients' means the items in a mixture or recipe. Vocab Appearance, balanced, carbohydrates, chopping board, combination, cut, dairy, design, design brief, diet, evaluate, feel, fruit, grate, grater, ingredients, menu, oils, proteins, review, scissors, smell, snip, spread, spreads, table knife, taste	- To know that vegetables and fruit grow in certain seasons. - To know that cooking instructions are known as a 'recipe'. - To know that imported food is food which has been brought into the country. - To know that exported food is food which has been sent to another country. - To understand that imported foods travel from far away and this can negatively impact the environment. - To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre. - To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health. - To know safety rules for using, storing and cleaning a knife safely. - To know that similar coloured fruits and vegetables often have similar nutritional benefits.	
Pupils who are secure will be able to:			
- Name the main food groups and identify foods that belong to each group. - Describe the taste, feel and smell of a given food. - Think of three different wrap ideas, considering flavour combinations. - Construct a wrap that meets the design brief and their plan.			
National Curriculum Subject Content			
Design	Make	Evaluate	Technical Knowledge

- Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.	- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	- Explore and evaluate a range of existing products. - Evaluate their ideas and products against design criteria.	- Build structures, exploring how they can be made stronger, stiffer and more stable. - Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Cooking and Nutrition			
- Use the basic principles of a healthy and varied diet to prepare dishes - Understand where food comes from.			