

Design and Technology – Year 2

Content- Food- Preparing Fruit and Vegetables

Big Question: Can the purpose of a recipe affect the types of ingredients you use?

NC objectives - areas of study	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
<p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the create expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -Use the basic principles of a healthy and varied diet. -Understand where foods come from. <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <ul style="list-style-type: none"> -Generate, develop, model and communicate their ideas through talking, drawing, templates, mocks up and where appropriate information and communication technology. -Select and use a wide range of ingredients, according to their characteristics. -Explore and evaluate a range of existing products. -Evaluate their ideas and products against design criteria. 	<p>Food</p> <p>Children can identify a range of fruit and vegetables and discuss where they have come from. E.g. farmed or grown at home.</p> <p>They understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of the Eatwell plate.</p> <p>They know and use technical and sensory vocabulary relevant to the project.</p> <p>Children understand what fruit and vegetables need to grow and identify different parts. E.g. flower, leaf, stork, root, flesh, pips and seed.</p> <p>They know how to use simple utensils and equipment safely with adult supervision. E.g. Utensils that will help the children cut, chop, peel, grate, mix, squeeze and blend.</p> <p>They can identify a range of food processing skills and use these in their project. They will understand which part of the fruit and vegetables this will affect.</p> <p>Children can cut, chop, grate a range of fruit and vegetables.</p> <p>Children know where food comes from- animals, plants and other countries.</p> <p>They can follow basic hygiene procedures and understand why it is important to do so.</p>	<p>Fruit, vegetables, harvest, hot, cold, squeeze, mix, healthy, ingredients, recipe, sweet</p>	<p>Blend, diet, stork, bulb, vitamins, minerals, nutrient, criteria, savoury, processor, flavour, characteristics.</p> <p>Sensory vocabulary- sweet, sour, crisp, juicy,</p>	<p>Protein, carbohydrate, dairy, fat, ingredients,</p>

Knowledge

Substantive Knowledge

Disciplinary Knowledge

Food- concepts- purpose

Lesson 1-

(Retrieval Y1- To know a range of fruit and vegetables and where they come from- Children to sort food products that are fruit and vegetables.)

LO: To understand where a range of fruit and vegetables come from.

Children will build upon their knowledge of fruit and vegetables learnt from last year. They will know how some fruit and vegetables can be farmed locally or are home grown. Continue to understand the produce that is grown in Lincolnshire but also that some food products maybe grown in different parts of the country or even home grown. E.g. Some families grow vegetables and sell them to customers or other supermarkets.

Children to think about the following questions:

- 1) Where is this grown?
- 2) When can this be harvested?
- 3) Who has tasted this before?
- 4) What are the different parts called?

Children to continue to use sensory language to describe the appearance, taste, smell and texture of the foods.

Children to know the vegetables that are grown in Lincolnshire- potatoes, broccoli, leeks and onions.

(Retrieval Science Term 1- Children to understand what plants need to grow and the importance of Harvest time. E.g. the vegetables are fully grown and so must be collected before the Winter approaches. What happens in the Winter time to our plants?)

Lesson 2-

LO: To know what a healthy and varied diet is and use the Eatwell Plate.

(Retrieval year 1- Children to identify fruit that is grown in Lincolnshire- strawberries, blueberries, rhubarb etc)

Each lesson: Tell chn- Today we are going to be a nutritionist and explore the benefits of eating healthy food. Why do we have to eat fruit and vegetables? What is the purpose? Explain to the children that a nutritionist role includes evaluating health needs, discussing eating habits of clients and determining the best nutrition plan for each client.

When working as a nutritionist, it is important that children understand the importance of selecting ingredients for a purpose. Children should be drawing upon their knowledge of fruit and vegetables throughout this whole unit and understanding the health benefits. Encourage children to make links between the Eatwell Plate and the vitamins and nutrition that will support individuals or families that visit their local food bank for meals. Discuss the time of year and how certain foods are important to support growing or keeping healthy. Children will be able to draw upon this throughout the process of making the soup and evaluate whether their products meet the design criteria.

Children to follow the four aspects of Design and Technology- research, design, make and evaluate whilst building upon technical knowledge to make their finished product.

Children to understand the basic principles of healthy and varied diet. Use the Eatwell plate to break each part of their diet down and discuss the amounts that should be eaten as part of a balanced diet. Children to think about why some foods are healthy and others should be eaten as part of a treat. Children to use the Eatwell Plate to know the importance of eating fruit and vegetables.

Lesson 3-

LO: To know the different parts of fruit and vegetable that can be eaten.

LO: To know how to cut, squeeze, grate and chop safely.

Willoughby Foods to be invited in to support the children with understanding the different parts of fruit and vegetables that can be eaten and use the correct vocabulary when identifying each part. Children will be able to compare different vegetables and fruit, using the correct names and drawing upon knowledge of senses to describe them. E.g. appearance, texture, smell and taste. Children can sort the foods into the correct groups- bulb, stem, flower, peel etc and draw upon own experiences.

Children to be given the opportunity to practice the basic skills of cutting, squeezing, grating and chopping safely. Children to develop knowledge of the different food processing skills and how this can affect the appearance or taste of a product. E.g. a juicer can make juice and will turn into a liquid. Children to create smoothies using a range of food processing tools.

Lesson 4:

LO: To know how to evaluate an existing product to help design a new product.

Children to be sent a letter from Trevor Bailey asking children to create a healthy soup with the purpose of providing families and individuals with a healthy meal. (Discuss concept and retrieval from year 1) Revisit what healthy means and the ingredients they might use. Link to previous learning using their knowledge of the Eatwell Plate.

Explain to the children why we evaluate existing products and how these supports making new products.

Children to evaluate a range of soup products using their senses to analyse characteristics.

Children to then vote on their favourite soup and discuss what soup we can make together for the local food bank. Agree whole class design criteria and design of product. E.g. design and make a healthy and appealing soup for the local food bank.

Lesson 5:

LO: To know how to make a soup product and understand the importance of following basic hygiene practices.

Children to work in groups to create the different aspects of their soup.

Children to draw upon their basic skills of cutting, grating, peeling and chopping of the ingredients. Ensure children understand the utensils they will be using to make their soup, the making stage and how the following hygiene practices that will be followed. E.g. hair tied back, jewellery removed, hands washed, ingredients washed, sleeves rolled back, aprons worn and cuts are covered in the correct dressings.

Lesson 6:

LO: To understand how to evaluate a finished product and it's purpose.

Revisit concept of `purpose`. What was the purpose of our soup product?

Ensure children are drawing upon their knowledge of what a healthy and balance diet is and the Eatwell plate. Discuss the ingredients they used and healthy benefits.

Children to evaluate their product linked to the design criteria and use sensory evaluation. E.g. taste, appearance, texture, a variety of vegetables etc.

Concepts

User

Purpose

ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.