

Lent 2
Design & Technology – Cooking and Nutrition: Y2

Scripture Link:

National Curriculum Objective:

Design, make and evaluate a wrap (product) for school children (user) that is healthy (purpose)

	Lesson 1	Lesson 2	Lesson 3
Learning intention for each lesson	I can name the main food groups and identify foods that belong to each group.	I can identify the balance of food groups in a meal.	I can identify an appropriate piece of equipment to prepare a given food.
Recall and Retrieval	<ul style="list-style-type: none"> • that a fruit has seeds and a vegetable does not. • that fruits grow on trees or vines. • that vegetables can grow either above or below ground. • that vegetables are any edible part of a plant. • how fruits and vegetables grow. 	<ul style="list-style-type: none"> • I know that fruit and vegetables are good for us. • I know that 'diet' means the food and drink that a person or animal usually eats. • I know that the five main food groups are: carbohydrates, fruits and vegetables, protein, dairy and oils and spreads. • I know that I should eat a range of different foods from each food group, and roughly how much of each food group. 	<ul style="list-style-type: none"> • preparing (mixing, weighing, measuring) and cooking processes (baking or grilling) • I know that the five main food groups are: carbohydrates, fruits and vegetables, protein, dairy and oils and spreads.
Sequence of substantive knowledge throughout the lesson	<p>Design:</p> <ul style="list-style-type: none"> • I know that 'diet' means the food and drink that a person or animal usually eats. • I know that the five main food groups are: carbohydrates, fruits and vegetables, protein, dairy and oils and spreads. • I know that I should eat a range of different foods from each food group, and roughly how much of each food group. • I know where to find the nutritional information on packaging. 	<p>Design:</p> <ul style="list-style-type: none"> • I know what makes a balanced diet. • I know that nutrients are substances in foods that all living things need to make energy, grow and develop. 	<p>Make:</p> <ul style="list-style-type: none"> • I know how to cut, grate, snip and spread to prepare foods.

Key Skills/disciplinary knowledge	Design: <ul style="list-style-type: none"> I can identify the five food groups. I can match foods with the food group they belong to. I can explain how much of each food group I should have every day. 	Design: <ul style="list-style-type: none"> I can identify foods I like. I can explain the food groups in a meal. I can plan a balanced menu. 	Make: <ul style="list-style-type: none"> I can slice food safely using the bridge or claw grip. I can chop foods safely to make a wrap. I can grate foods to make a wrap. I can snip smaller foods instead of cutting. I can spread soft foods to make a wrap. I can describe appearance, smell and taste. I can identify equipment used for preparing food. I can practise food preparation skills using a range of equipment. I can justify using a piece of equipment with a type of food.
Key Vocabulary	Carbohydrates, dairy, fruit, oils, proteins, Spreads, vegetables	Balanced, diet, menu	chopping board, cut, grate, grater, scissors, snip, spread, table knife
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding	Pupils needing extra support: <ul style="list-style-type: none"> could use a printed version of the Resource: Balanced plate for support. 	Pupils needing extra support: <ul style="list-style-type: none"> could record their menu ideas on a recording device; could use the Resource: Balanced plate to help them respond to questions about food groups. 	Pupils needing extra support: <ul style="list-style-type: none"> could spend time before the lesson familiarising themselves with the equipment.
Challenge	Pupils working at greater depth: <ul style="list-style-type: none"> could be asked about a food item such as pizza. Is it one food item or a balanced meal? Why? 	Pupils working at greater depth: <ul style="list-style-type: none"> could use prior knowledge to think of food pairings they have heard of (bolognese sauce and spaghetti, meat and potatoes, salads); could include foods not previously discussed and explain which food group they belong to; could use the Activity: Menu design: extension to think about a menu with a starter, main course and dessert. 	Pupils working at greater depth: <ul style="list-style-type: none"> could be asked what other food items may be prepared using cutting, snipping, grating and spreading; could use the Activity: Stem sentences to write about the uses of the equipment.
Diversity Links			

Catholic Social Teaching Principles			
British Values			
Wider links			

Lent 2
Design & Technology – Cooking and Nutrition Y2:

	Lesson 4	Lesson 5	Lesson 6
Learning intention for each lesson	I can select balanced combinations of ingredients.	I can design based on criteria.	I can make and evaluate a dish based on design criteria.
Recall and Retrieval			
Sequence of substantive knowledge throughout the lesson	<ul style="list-style-type: none"> • I know that cooking instructions are known as recipes. • I know that 'ingredients' means the items in a mixture or recipe. • I know that the amount of an ingredient in a recipe is known as the 'quantity.' • I know that I should have a maximum of five teaspoons of sugar a day to stay healthy. • I know many food and drinks we do not expect to contain sugars do; we call these 'hidden sugars.' • I know similar coloured fruits and vegetables often have similar nutritional benefits. 		<ul style="list-style-type: none"> • I know safety rules for using, storing and cleaning a knife safely. • I know how to review and give a score to evaluate.
Key Skills/disciplinary knowledge	<p>Make:</p> <ul style="list-style-type: none"> • I can taste and evaluate different food combinations. • I can select foods from specific food groups. • I can describe the taste of different foods. • I can explain why I have chosen to put foods together 	<p>Make:</p> <ul style="list-style-type: none"> • I can follow design criteria. • I can design three healthy wrap ideas based on a food combination which work well together. • I can explain to someone else how I want to make my wrap and make a simple plan of what to do to make the product. • I can justify the choice I have made. • 	<p>Evaluate:</p> <ul style="list-style-type: none"> • I can slice food safely using the bridge or claw grip with accuracy, safety and increased precision and independence. • I can construct a wrap that meets a design brief. • I can identify the equipment needed to prepare different foods. • I can develop a food vocabulary- taste, texture, smell and feel. • I can describe the taste, texture and smell of fruit and vegetables. • I can describe the information that should be included on a label. <p>I can evaluate which grip was most effective.</p>

Key Vocabulary	Combination, design brief, feel, smell, taste	Design, ingredients	Appearance, evaluate, review
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding	<p>Pupils needing support:</p> <ul style="list-style-type: none"> could use the Resource: Taste combination suggestions which has pictures of foods in groups for the children to put together and try; could draw pictures of the foods in their combinations during the Main event. 	<p>Pupils needing extra support:</p> <ul style="list-style-type: none"> could design just one wrap; could create wraps using the Resource: Taste combinations from last lesson 	<p>Pupils needing extra support:</p> <ul style="list-style-type: none"> could use the Activity: Wrap review; could draw pictures of the ingredients in each wrap.
Challenge	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> could record reasons for their food combination choices by describing the tastes and feelings of the foods 	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> could be asked to think about the construction of the wrap and how this will inform their ingredient choices; could discuss what might happen if there is too much of a certain ingredient. 	<p>Pupils working at greater depth:</p> <ul style="list-style-type: none"> Could give reasons why they like or dislike the smell, appearance or taste of a given wrap, rather than using a smiley, straight or frowning face.
Diversity Links			
Catholic Social Teaching Principles			
British Values			
Wider curriculum links			