

National curriculum:

DESIGN

Design purposeful, functional, appealing products for themselves and others based on design criteria.

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate, ICT.

MAKE

Select from and use a range of tools and equipment to perform practical tasks e.g. 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.

EVALUATE

Explore and evaluate a range of existing products

Evaluate their ideas and products against design criteria.

Vocabulary:

Healthy, attractive, colourful, food groups, vegetables, fillings, materials, equipment.

Ideas, techniques, hygienic, personal hygiene. Design criteria, assemble, finishing.

Strengths, evaluating , safety .

Snapshot overview

Technical knowledge

To draw on own experience to help generate ideas. Think about the purpose for wrap. Follow safe procedures

Design

I can develop their design ideas through discussion, observation, drawing and modelling. Children to make a design for own healthy wrap.

Make

Make own healthy wrap, focusing on design criteria. Children to consolidate cutting/grating skills from design session.

Evaluate

Evaluate own product by photographing and eating of wrap. Evaluate against design criteria. Identifying strengths and possible changes.

DT Medium Term Planning

Year Group: 2

Term:

Summer

Topic: DT

	Learning Objective	Input (including key questions and vocabulary)	Differentiation	How will the learning be assessed?
<p>Technical Knowledge</p>	<p>I can explore, name and describe the wraps and texture of different fillings.</p> <p>Short session – 30 mins</p>	<p>Remember in Year 1 we made fruit kebab – what do we know about healthy eating? What do we know about preparing food – tool use and how to use tools effectively and safely. Refer back to knowledge organiser from year 1 fruit kebab.</p> <p>What is healthy food? Look at the food groups and discuss what is in them – protein, carbs, fat, vitamins and minerals</p> <p>Discuss the different types of food in each food group and why each food group is important e.g. protein helps you grow, vegetables for vitamins to help you stay well/immune system etc.</p> <p>Sorting activity: in mixed ability groups at tables have a range of pictures of food and the table above's headings. Ask chn to sort the food in to the categories, explaining why and how they know.</p> <p>Plenary: WE will be making a healthy wrap – it needs to be a balanced selection from the list above. So need something from at least 3 groups to make it a balanced meal – discuss the different options e.g. would you have all grains in your wrap – why/why not? Put the food group table up on the working wall to refer to/available for chn at tables.</p>	<p>Adults to lap and feedback as required</p>	<p>Teacher observation and discussion</p> <p>Children recognise and can name characteristics of familiar products.</p> <p>Chn generate ideas</p> <p>Chn explore and evaluate a range of existing products</p>

<p>Technical knowledge</p>	<p>I can explore cutting techniques using a range of implements .</p>	<p>Recap previous learning – the food table and groups.</p> <p>T to model looking at the different tools to cut the food with (e.g. knife, cutlery knife, grating etc). Discuss that different food are harder or softer so need a different knife to cut them. Model using clay and laying it out on the table and testing the different tools to cut it. Model using a serated knife and sawing down and compare this to a knife and pushing down – what method was better? What was easier/harder? What was safer and why? Try this with different implements. Disucss what food you can/can't grate – what is it most efective with (e.g. cheese and carrot, cucumber but not tomato)</p> <p>Chn to have a practise using the knives on clay with suport from the adults. Ensure safety has been discussed.</p> <p>Bring back to carpet and discuss the tehniques used for the implements. Model washing hands first and washing vegetables, discussing the importance of hand hygiene. Now model using this on actual food. Discuss the softness of the food and what type of knife it might need and how to do this safely.Chn to go to tables and try the cutting techniques on food. Practise using a grater to grate – finding out what they can/can't grate. Use the following cheese, carrot, lettuce, cucumber, tomato, ham, wraps.</p> <p>Teaching point-Discuss size of pieces for a wrap. Ensure chn practise slicing, cubing, sawing (serrated knife) Plenary: Discuss wrap – what cutting will be best for the wrap e.g. wouldn't want cubes too bulky, need thin slices, what knife/tool is best for this?</p>	<p>Adults to lap and feedback as required</p>	
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Design	<p>I can design my own healthy wrap.</p>	<p>Input: Variety of wraps available on table (E.g. white, wholemeal etc) send chn off to try and encourage them to discuss the different tastes and texture. Ask them to choose the wrap they prefer and explain why. This is the wrap they will use for their healthy wrap.</p> <p>Model showing how the wraps can be folded/rolled to create space for the filling. Discuss food goes in middle so doesn't spill out/over</p> <p>Create class design criteria for making a healthy wrap – Chosen wrap, 3 foods and food groups, cutting design (e.g. slice), tools required, order of food/layering, wrap roll/fold type.</p> <p>Show them the foods available to make the wrap: cheese (cheddar and edam), lettuce, cucumber, tomato, ham, wraps (white,wholemeal,tomato and herb (co op), multi seed) sliced chicken, boiled eggs, radish, red onion and peppers, turkey slices – chn can have small taste if haven't tried before to decide if they want to include it. Discuss whether they want to add butter or not – refer back to food groups and where butter is.</p> <p>Show chn this based on the discussion above. Model filling in the table for a wrap of your choice (keep this for the following lesson) .</p> <table border="1" data-bbox="353 842 1039 1104"> <tr><td>Wrap type</td><td></td></tr> <tr><td>Food and group</td><td></td></tr> <tr><td>Cutting design</td><td></td></tr> <tr><td>Tools required</td><td></td></tr> <tr><td>Order of food/layering</td><td></td></tr> <tr><td>Wrap roll/fold</td><td></td></tr> <tr><td>Butter yes/no?</td><td></td></tr> </table> <p>Chn to use the above table to design their own healthy wrap. Once table complete, chn to draw what the healthy wrap will look like and label it with the key parts in books. Once drawn – take each individual food and draw a dotted line down it to show where they will be cutting it – thinking about cutting design from plan (e.g. thin slices not cubes). <u>After this session, ingredients need to be bought for chn to make their choice of healthy wrap.</u></p>	Wrap type		Food and group		Cutting design		Tools required		Order of food/layering		Wrap roll/fold		Butter yes/no?		<p>Adults to lap and feedback as required.</p>	<p>Teacher observation and discussion</p> <p>By outcome</p>
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Make	I can make my healthy wrap based on my design criteria.	<p>Recap learning so far and recap plan from yesterday.</p> <p>Remind chn the previous learning – hand hygiene, washing food, use of knives and tools, the design criteria and plan from yesterday.</p> <p>Model referring back to design plan (table) from yesterday with your own design of your healthy wrap. Model how to make this with a commentary about why that knife, washing hands and why, how you are using tools, what shape you are cutting veg etc.</p> <p>Children to look back at their design and use this to make their wrap.</p>	Adults to lap and support as required.	
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Evaluate	<p>I can evaluate my healthy wrap.</p>	<p>Chn to look back at design – does their finished product match the design they made (including the cutting drawing)? Compare the design plan (table) to their finished piece and tick off/annotate what they have achieved e.g. did they follow their design plan.</p> <p>Give the chn the following questions to think about when evaluating the taste and presentation of their wrap: Does it look appealing? Does it taste nice? What makes your wrap healthy? How could you make it healthier? Is there anything you would change?</p> <p>Chn to look at wrap and then try it thinking about the questions above. T to model evaluating the wrap using this table. Model giving a commentary for each question – including all aspects of the wrap e.g. for things that would change focus on the technical aspects – the health benefits, the cutting techniques and shapes etc.</p> <table border="1" data-bbox="591 914 1272 1209"> <tr> <td>Does it look appealing?</td> <td></td> </tr> <tr> <td>Does it taste nice?</td> <td></td> </tr> <tr> <td>What makes your wrap healthy?</td> <td></td> </tr> <tr> <td>How could you make it healthier?</td> <td></td> </tr> <tr> <td>Is there anything you would change?</td> <td></td> </tr> </table> <p>Chn to then use table to evaluate own wrap.</p>	Does it look appealing?		Does it taste nice?		What makes your wrap healthy?		How could you make it healthier?		Is there anything you would change?		<p>Differentiated evaluation proforma sheets.</p> <p>Adult to scribe for children that need it for their evaluation.</p>	
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It is expected that this learning will take approx. 4 sessions , Food will need to be bought after design session
So may need to be broken down in to two afternoons.

Impact:

To be able to create a wrap following specific design criteria

To be able to name at least 3 food groups and 2 foods that go in each group

To be able to use a variety of tools to cut food safely

To be able to name 3 procedures for food safety and hygiene (washing hands, washing food and cutting safely)

To be able to evaluate their products identifying strengths and possible changes