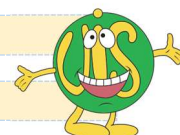


Design and Technology



Year Two Food Short Term Planning & Resources



Topic lesson overview

Lesson 1	 Research	In Lesson 1, children will link to their previous science learning, to apply their knowledge of the different food groups to consider how to make a healthy meal. They will see a design brief to design a healthy, tasty lunch.
Lesson 2	 Research	In the second lesson, children will consider where their food comes from. They will create flow charts to show the process the food goes through before arriving at the supermarket.
Lesson 3	 Practice	In this lesson, children will learn about the key equipment needed to prepare food. They will learn and practice a number of techniques for slicing food, together with how to correctly grate, peel and spread.
Lesson 4	 Design	Children will revisit the design brief and taste foods to plan their own healthy lunch. They will taste a variety of ingredients to decide which ones they would like to include in their meal. Children will design their own healthy pasta salad using what they found in the taste test, referring to the design brief.
Lesson 5	 Design	Children will explore a variety of packages to determine the key features of packaging. They will use these key features to design their own packaging for their pasta.
Lesson 6	 Create	Children will revisit the skills practiced in lesson 3 and follow their design to produce their pasta salad lunch.
	 Evaluation	Children will evaluate their own lunches against the design brief. They will consider the packaging, appearance and taste.



Prior learning: In Year One, children learnt about fruit & vegetables and where they come from. They designed, created and evaluated a fruit salad, using the bridge and claw grip.

Meet some brilliant chefs...



Yotam Ottolenghi is an Israeli-born British chef who is well known for using vegetables within his recipes and restaurants.



Jamie Oliver is a famous television chef, who campaigned to make school meals healthier.

1. What is a healthy diet?

We will share design criteria for a healthy lunch.
We will recap our work from science and learn about a healthy balanced diet and the different food groups:

Carbohydrates, proteins, fruit and vegetables, dairy and fats.

I know the main food groups and can name some food from each group.



Research



2. Where does our food come from? We will learn where our food comes from.



I know where my food comes from for example bread, cheese and tuna



Research

3. How do you prepare fruit and vegetables?

We will learn and practice the techniques of spreading, peeling and grating to prepare food, together with the cutting techniques using the bridge hold, claw grip and fork secure grip.

I know the correct equipment to use to prepare and cut food safely



Practice



4. Which ingredients would make a tasty, healthy lunch box

We will explore a variety of foods, tasting them to decide on the ingredients to design a healthy pasta salad box

I know which foods can form part of a healthy lunch

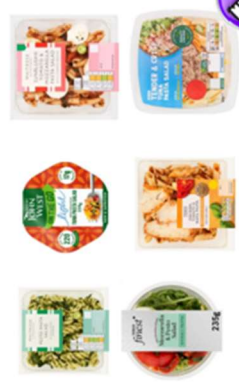


Design

5. What makes appealing packaging for a lunch box?

We will look at a variety of lunch packages and evaluate what makes them effective. We will use this to create our own sandwich packages.

I know how to make packaging effective and attractive (clear text, brand name, ingredients, colours, images)



Design

6. How do chefs make and evaluate their creations?

We will recap the food preparation skills learned and practiced previously and then follow our design to produce our own lunch. We will eat our lunches and evaluate them against the design criteria.

I know how to create a healthy lunchbox. I can evaluate my lunchbox against the design criteria.



Create & Evaluate

Key vocabulary: Glossary

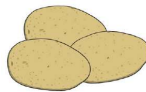
bridge hold	a way of holding food for chopping	ingredients	the items of food that make up a recipe
claw grip	a way of holding food for chopping	nutrition	this is what is in your food and how it affects your body
fork secure	a way of safely holding food for chopping	peel	to remove the outer layer of skin from fruit or vegetables
grate	reducing food to small pieces by rubbing against a grater	recipe	instructions for making food
hygiene	keeping clean to stay healthy	spread	to cover evenly



To have a balanced and varied diet, we eat food from different groups.
Draw lines to show which groups to these foods belong to.

(use the basic principles of a healthy and varied diet to prepare dishes)

1



carbohydrates

protein

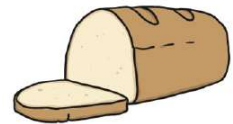
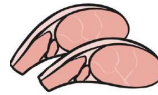
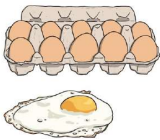
dairy

fruit and
vegetables

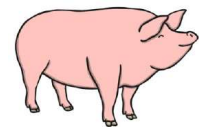
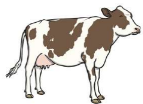
fatty and sugary
food

Where does our food come from?
Draw lines to show where the foods come from

(understand where food come from)



2

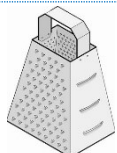


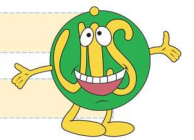
We use different tools to prepare our food.
Draw lines to match the best tool to prepare the food.

(select and use a range of tools and equipment to perform practical tasks)



3





Session 1: What is a healthy diet?

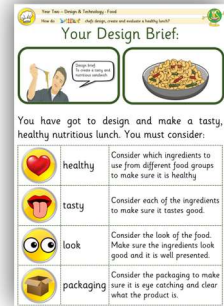
Research lesson

Introduction

Introduce some famous chefs and consider the sort of skills they would need (e.g. chopping, grating, peeling, spreading, tasting, presentation).

Share design brief to create a tasty pasta salad which:

- Is healthy
- Is tasty
- Looks good
- Has an attractive package



Recap
Activate
prior
knowledge



Focus on the first element of the design brief: healthy.

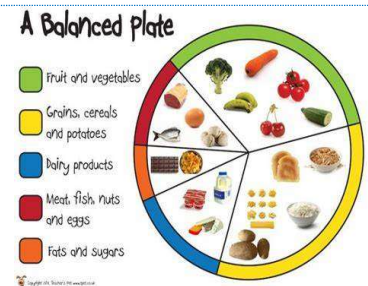
Explain that in order to create a healthy lunchbox, we will first need to recap what we know from science about the food groups.

Ask children to recap the 5 food groups, creating labels – use these to label set rings later in the lesson.



I do
Teacher
Modelling

Model sorting ingredients onto food wheel, using anchor chart, according as to whether they are carbohydrate, protein, fruit and vegetables, dairy or sugary and fatty food.



We do
Guided
Practice



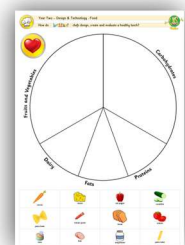
Have some physical foods representing each of the food groups. Sort into labelled set rings



You do
Independent
Learning &
Application

Children complete sorting activity, sorting lunchbox ingredients into food groups.

Provide scaffold with pictures and word banks.



Revisit
key
learning

Revisit the learning from the lesson. Share children's 'plates'. Play Corners – teacher to say a food and children move to the area of the classroom with that label.

Recap Sticky Knowledge:



I know the main food groups and can name some food from each group.

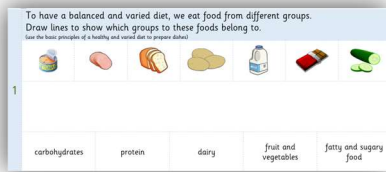


Recap



Activate
prior
knowledge

Recap previous learning. Children to complete Quick Check



I do

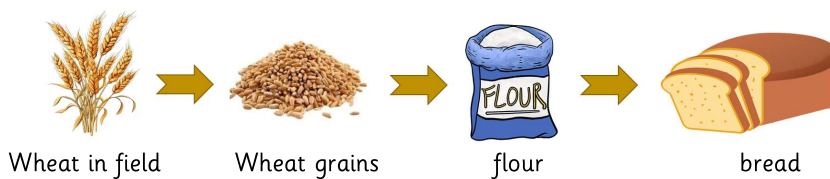


Teacher
Modelling

Remind children of our design brief. Explain that today we will think about where food comes from. Ask children for their ideas. Expand on their ideas e.g. supermarkets / shops etc to ask where does it start.

Describe where bread comes from. Share 'The Journey of Bread' presentation: tinyurl.com/DTbread

Model creating a flow chart to show where bread comes from. Children to create own flow chart to show where bread comes from, adding captions.



We do



Guided
Practice

Ask where cheese comes from. Share video: tinyurl.com/DTcheese

On the carpet, create a giant flowchart by putting pictures in order and adding caption labels, e.g.



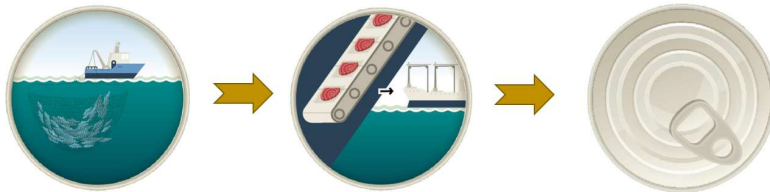
You do



Independent
Learning &
Application

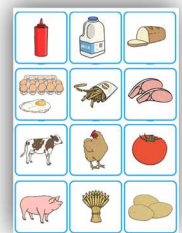
Ask where tuna comes from. Share video: tinyurl.com/DTtuna

Children to create own flow chart to show where tuna comes from, adding captions.



Children can also create flow charts to show where bread and cheese comes from.

Where appropriate, scaffold children to match pictures of food with their origins.



Revisit



Revisit key
learning

Recap learning from lesson.

Explain that much of the food in the shops comes from e.g. farms which is harvested and sometimes processed into other foods. Discuss the idea of food miles and how some food comes a long way. Why do they think this is?



I know where my food comes from, for example bread, cheese and tuna

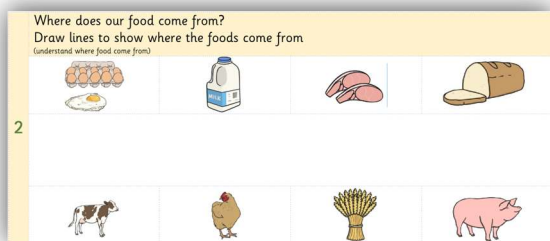


Recap



Activate prior knowledge

Recap previous learning on where food comes from. Revisit anchor chart. Children complete Quick Check.

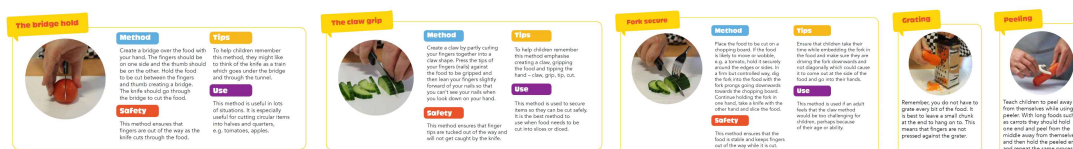


I do



Teacher Modelling

Remind children of our design brief. Explain that today we are going to learn about the equipment needed to prepare food and how to use it. Introduce the equipment. Explain we will practice the skills of peeling, grating and spreading as well as safe methods of cutting using sharp knives. Carefully and explicitly model how to use the equipment (peeler, spreading knife, grater, sharp knife) correctly. Use the fact sheets and images to support:



Be very explicit about the safe use of each item. Introduce the key vocabulary for each piece of equipment and each skill.

We do



Guided Practice

Model each piece of equipment and each skill. In groups, children use the equipment to practice the skills.

Refer back to the displayed vocabulary each time.



You do



Independent Learning & Application

Set up six stations on the tables (peeling, grating, spreading, claw grip, bridge hold, fork secure). Children to work in small groups to practice each of the skills. Ensure children are working in groups where they are monitoring each other's safe use of the equipment.

Each child to have the opportunity to practice peeling (carrots), grating (carrots), slicing (cucumber and tomato), spreading (butter or margarine onto bread).

Scaffold children by working in mixed ability groupings.

Revisit



Revisit key learning

Revisit the learning from today. What is the equipment called? What techniques have we practiced?

You may want to do the next lesson immediately after this to use the prepared vegetables for the taste test.



I know the correct equipment and techniques to use to prepare and cut food safely



Recap



Activate
prior
knowledge

Recap previous learning about equipment and techniques. Revisit anchor chart.
Children complete Quick Check.

We use different tools to prepare our food.
Draw lines to match the best tool to prepare the food.
(select and use a range of tools and equipment to perform practical tasks)

3			

I do



Teacher
Modelling



Remind children of our design brief. Explain that today will be thinking about making our lunch tasty. We are going to explore different ingredients and carry out a taste test. We will also think about making sure our lunch looks good.

Model tasting some ingredients, e.g. the protein (ham and the tuna) making links back to the healthy diet lesson. Explain your thought process as you taste and complete either a smiley. Straight or sad face as to whether you like the ingredient. Also talk about the look of the ingredient, considering whether e.g. the colour or shape will make the lunch look appealing and tick or cross if you would like to include it in your lunch based on appearance.

protein	
tuna	ham
☐	☐
☐	☐

We do



Guided
Practice

	tomato
	☐
	☐

Taste one of the ingredients altogether, e.g. tomato. Ask children to discuss what they think of the taste and share their ideas.

Complete the smiley / straight / sad face as to whether or not they like it.

Ask children to talk about its appearance, e.g. will the red colour look nice in the pasta?

Children then tick or cross if they think the ingredient will look attractive in their lunchbox.

You do



Independent
Learning &
Application

Children then complete each of the other boxes, rotating around the food stations.

	fruit and vegetables					protein		carbohydrates			dairy	fats
	tomato	cucumber	red pepper	carrot	tomato puree	tuna	ham	pasta tubes	pasta shells	pasta bows	cheese	mayonnaise
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Children to work in mixed ability groupings.

Revisit



Revisit key
learning

Ask children to share which ingredients they want to include in their pasta salad based on their taste tests. Ask them to explain why.



I know which foods can form part of a healthy lunch



<i>Recap</i>  <i>Activate prior knowledge</i>	Recap previous learning. Look again at the design brief and ask what are the important things we need to think about when designing our pasta salad? 
<i>I do</i>  <i>Teacher Modelling</i>	Model planning a pasta salad, using the elements from the design brief. using the ideas from the taste test to plan own healthy pasta salad.  Explain that you want to include carbohydrates, protein and plenty of fruit and vegetables and you might also put in some dairy (cheese) and some fats (mayonnaise). Make a list of ingredients.  Explain that adding puree or mayonnaise will help stop it being too dry as well as providing flavour, but you may not want to use them both.  Explain that using e.g. pasta shells will make it look attractive and using e.g. tomatoes will give it colour. Draw a picture of the pasta salad, with labels, using design proforma.
<i>We do</i>  <i>Guided Practice</i>	Children to talk to a partner about the ingredients they want to include, based on their taste test in the last lesson. Use the design brief elements to structure their conversation, i.e., how they will make it healthy, tasty and attractive. Children to feedback what they have discussed.
<i>You do</i>  <i>Independent Learning & Application</i>	 Children to create own healthy lunch design, selecting ingredients based on taste test and choosing, ideally, something from the different food groups, but particularly carbohydrates, protein, fruit and vegetables. Children to consider how they will make it healthy, tasty and attractive. Include a list of ingredients. Scaffold children with word bank and images of ingredients. Teacher to support children where required.
<i>Revisit</i>  <i>Revisit key learning</i>	Ask children to share their designs. Which ingredients they want to include in their pasta salad? Why  <i>I know which foods can form part of a healthy lunch</i>



Recap


Activate
prior
knowledge


Recap previous learning. Look again at the design brief. Remind children that in the last session we thought about making the pasta salad healthy, tasty and attractive to look at.

I do


Teacher
Modelling


Returning to the design brief, explain that today we are going to explore what makes packaging effective. Share a variety of sandwich packaging (including photographs) per table. Ask children to talk about what they like / dislike about the packaging.

Model looking at a variety of sandwich packaging. Evaluate and make a list of things which make packaging effective, e.g. being able to see sandwich, name, font, colours, ingredients. Model creating own packaging.



We do


Guided
Practice

Use Your Design & Technology Book

Lesson 5: What makes appealing packaging for a lunchbox?

Packaging Evaluation

Packaging	Notes on appearance	Rank

I am going to include these elements when I create the packaging for my pasta salad:

Children to work in mixed ability groups to evaluate assorted packaging. Once they have looked at all packages, children to consider the key elements needed to create their own packaging.

You do


Independent
Learning &
Application

Children create own packages, using list of success criteria created.



Revisit


Revisit key
learning

Children to share packages. Are they effective?
Can you tell the name? The ingredients? Does it look attractive?



I know how to make packaging effective and attractive

Session 6: How do chefs make healthy, tasty, attractive food?

Create lesson



<i>Recap</i> <i>Activate prior knowledge</i>	Revisit key learning from the past few weeks. In particular revisit the skills for preparing food
<i>I do</i> <i>Teacher Modelling</i>	Model creating own pasta salad, following design.
<i>You do</i> <i>Independent Learning & Application</i>	Children to create own pasta salads.
<i>Revisit</i> <i>Revisit key learning</i>	Children to show each other their completed salads in the packaging. I know how to create a healthy lunchbox

Session 6: How do chefs evaluate their food?

Design lesson



<i>Recap</i> <i>Activate prior knowledge</i>	Recap skills practiced and learnt throughout the topic. Recap design brief.
<i>I do</i> <i>Teacher Modelling</i>	Model completing evaluation of lunch box against the design brief.
<i>We do</i> <i>Guided Practice</i>	Children to discuss their pasta salads with a partner, including the packaging.
<i>You do</i> <i>Independent Learning & Application</i>	Children to evaluate own lunches.
<i>Revisit</i> <i>Revisit key learning</i>	Children to share their evaluations. I can evaluate my lunchbox against the design criteria

Your Design Brief:

Design brief to create a healthy and nutritious pasta salad.

You have got to design and make a tasty, healthy nutritious pasta salad. You must consider:

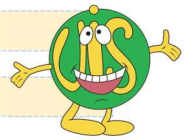
	healthy	Consider which ingredients to use from different food groups to make sure it is healthy.
	tasty	Consider each of the ingredients to make sure it tastes good.
	look	Consider the look of the food. Make sure the ingredients look good and it is well presented.
	packaging	Consider the packaging to make sure it is eye catching and clear what the product is.

My lunch evaluation

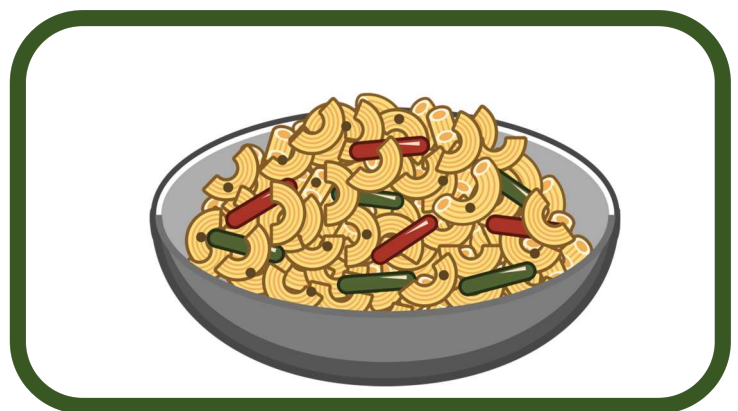
I have developed these skills:

	Was it healthy?			
	Was it tasty? Did it look good?			
	Was it tasty? Did it look good?			
	Was it tasty?			

How could you improve your pasta salad?



Your Design Brief:



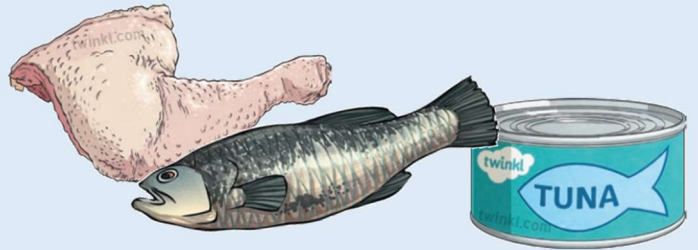
You have got to design and make a tasty, healthy nutritious pasta salad. You must consider:

	healthy	Consider which ingredients to use from different food groups to make sure it is healthy
	tasty	Consider each of the ingredients to make sure it tastes good.
	look	Consider the look of the food. Make sure the ingredients look good and it is well presented.
	packaging	Consider the packaging to make sure it is eye catching and clear what the product is.

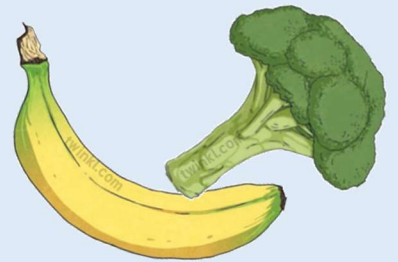
carbohydrates



protein



fruit & vegetables

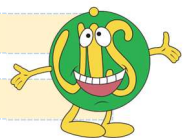


fats

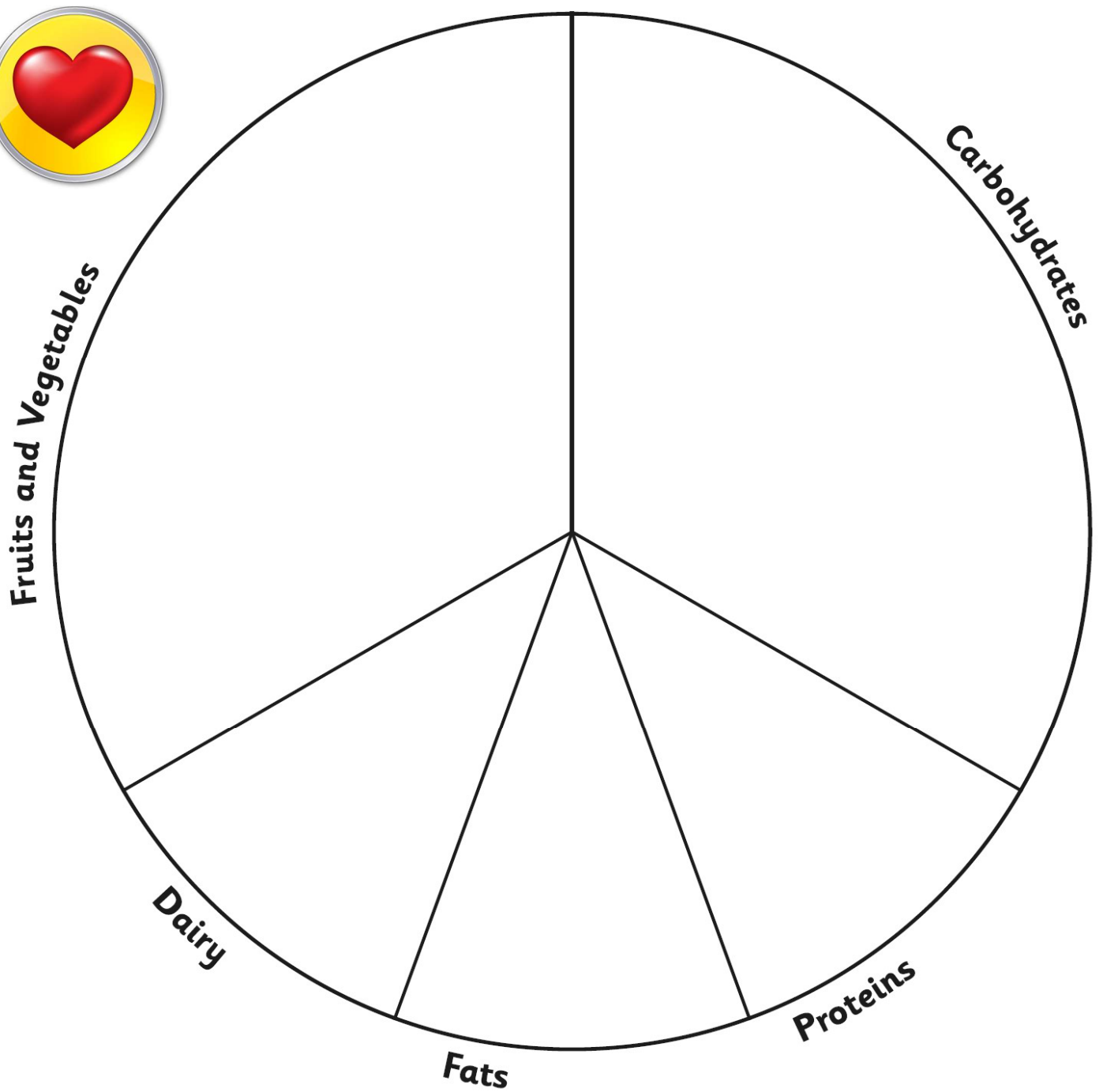


dairy





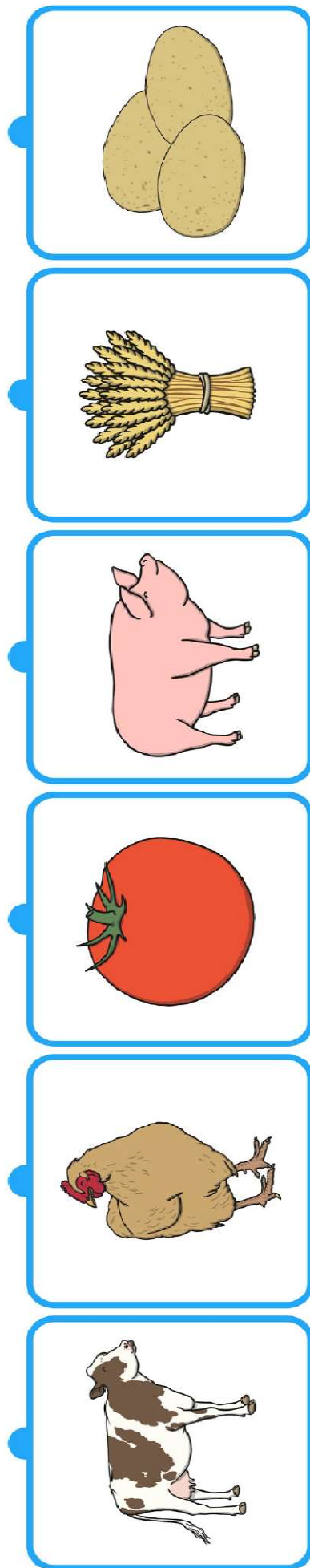
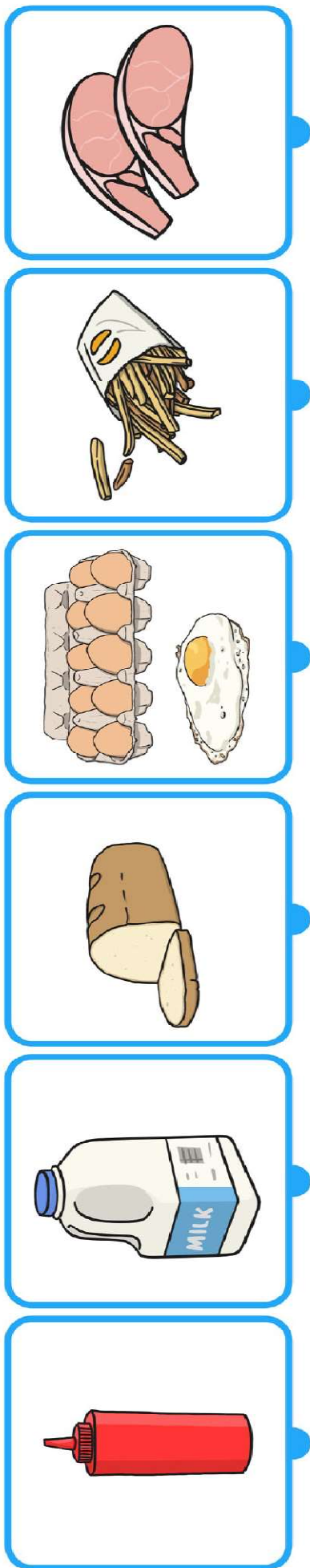
What is a healthy diet?



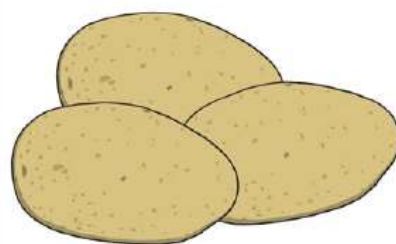
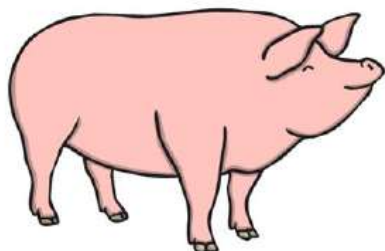
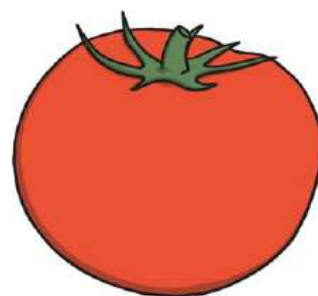
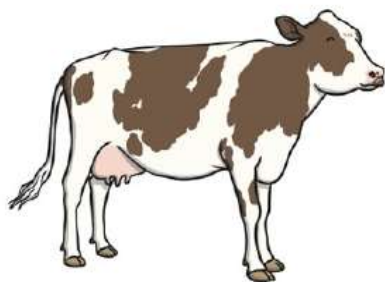
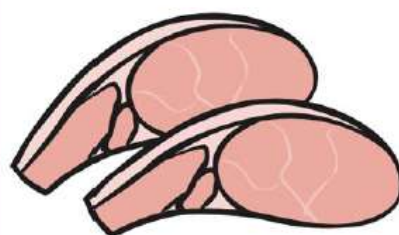
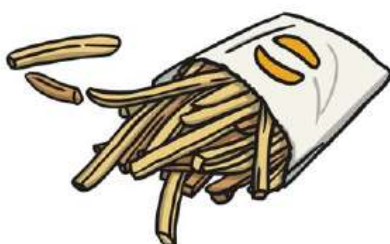
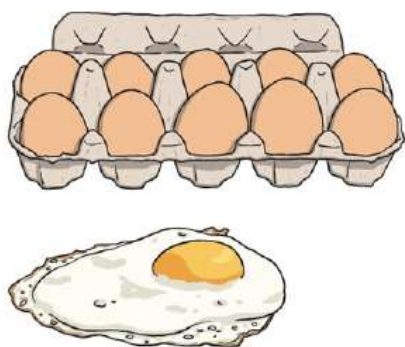
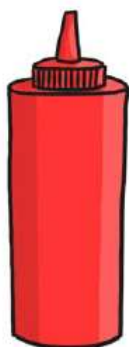
 carrots	 cheese	 red pepper	 cucumber
 pasta bows	 tomato puree	 bread	 tomato
 tuna	 ham	 mayonnaise	 pasta tubes

Where does it come from?

Draw lines between each item of food and where it comes from.



Lesson 2 *Where does our food come from? - Scaffold*



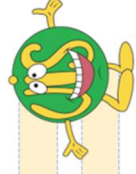


Year Two – Design & Technology - Food

How do



chefs design a healthy lunch?



fruit and vegetables					protein		carbohydrates			dairy	fats																								
	tomato	☐		cucumber	☐		red pepper	☐		carrot	☐		tomato puree	☐		tuna	☐		ham	☐		pasta tubes	☐		pasta shells	☐		pasta bows	☐		cheese	☐		mayonnaise	☐
																																			
																																			

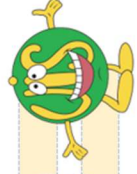


Year Two – Design & Technology - Food

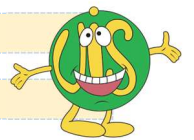
How do



chefs design a healthy lunch?

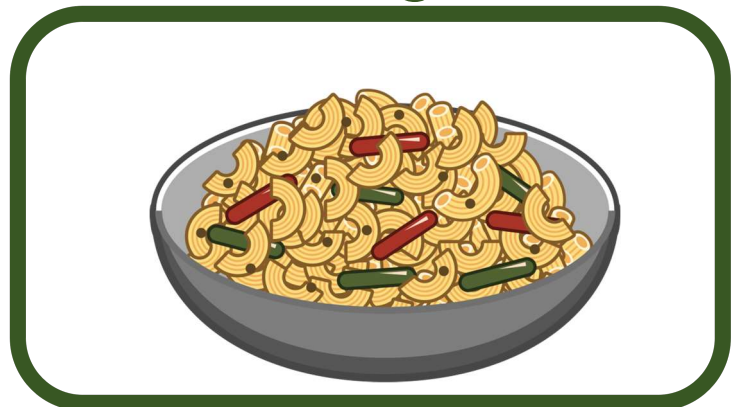


fruit and vegetables					protein		carbohydrates			dairy	fats																								
	tomato	☐		cucumber	☐		red pepper	☐		carrot	☐		tomato puree	☐		tuna	☐		ham	☐		pasta tubes	☐		pasta shells	☐		pasta bows	☐		cheese	☐		mayonnaise	☐
																																			
																																			



How do **brilliant** chefs create a healthy, tasty, attractive lunch?

My pasta salad design:



Consider how to make your lunch healthy,



tasty

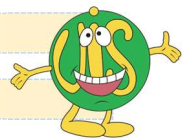


and attractive



Ingredients:

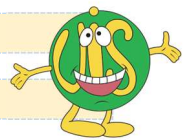
Draw and label your pasta salas here:



Packaging Evaluation

Packaging	Notes on appearance	Rank

I am going to include these elements when I create the packaging for my pasta salad:



My lunch evaluation

I have developed these skills:



Was it healthy?



Was it tasty?
Did it look good?



Was it tasty?
Did it look good?



Was it tasty?



How could you improve your pasta salad?

grating



fork secure



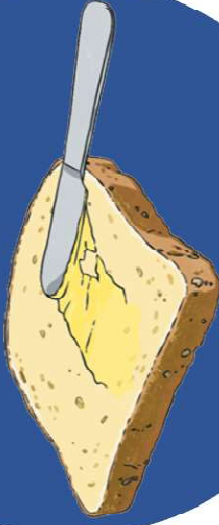
peeling



claw grip



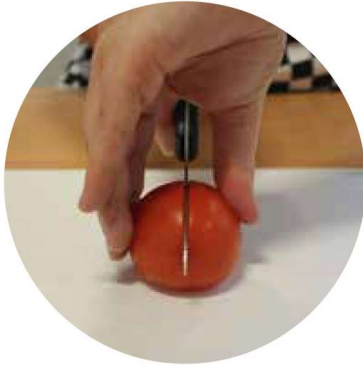
spreading



bridge hold



The bridge hold



Method

Create a bridge over the food with your hand. The fingers should be on one side and the thumb should be on the other. Hold the food to be cut between the fingers and thumb creating a bridge. The knife should go through the bridge to cut the food.

Safety

This method ensures that fingers are out of the way as the knife cuts through the food.

Tips

To help children remember this method, they might like to think of the knife as a train which goes under the bridge and through the tunnel.

Use

This method is useful in lots of situations. It is especially useful for cutting circular items into halves and quarters, e.g. tomatoes, apples.

The claw grip



Method

Create a claw by partly curling your fingers together into a claw shape. Press the tips of your fingers (nails) against the food to be gripped and then lean your fingers slightly forward of your nails so that you can't see your nails when you look down on your hand.

Safety

This method ensures that finger tips are tucked out of the way and will not get caught by the knife.

Tips

To help children remember this method emphasise creating a claw, gripping the food and tipping the hand – claw, grip, tip, cut.

Use

This method is used to secure items so they can be cut safely. It is the best method to use when food needs to be cut into slices or diced.

Fork secure



Method

Place the food to be cut on a chopping board. If the food is likely to move or wobble, e.g. a tomato, hold it securely around the edges or sides. In a firm but controlled way, dig the fork into the food with the fork prongs going downwards towards the chopping board. Continue holding the fork in one hand, take a knife with the other hand and slice the food.

Safety

This method ensures that the food is stable and keeps fingers out of the way while it is cut.

Tips

Ensure that children take their time while embedding the fork in the food and make sure they are driving the fork downwards and not diagonally which could cause it to come out at the side of the food and go into their hands.

Use

This method is used if an adult feels that the claw method would be too challenging for children, perhaps because of their age or ability.

Peeling



Teach children to peel away from themselves while using a peeler. With long foods such as carrots they should hold one end and peel from the middle away from themselves and then hold the peeled end and repeat the same process.

Grating



Remember, you do not have to grate every bit of the food. It is best to leave a small chunk at the end to hang on to. This means that fingers are not pressed against the grater.