

ADVENT TERM
Design Technology – Year 2 - Medium Term Planning – Cooking and Nutrition
Design and make an Asian meal

LESSON 1	LESSON 2	LESSON 3
<p>LEARNING INTENTION: To know that food comes from either plants or animals.</p> <p>Skills: To identify where different foods have come from.</p> <p>Aim: Develop the creative, technical and practical expertise needed to perform everyday tasks confidently.</p>	<p>LEARNING INTENTION: To know that different tools have characteristics that make them suitable for specific purposes.</p> <p>Skills: To choose the appropriate tool for a task.</p> <p>Aim: Develop the creative, technical and practical expertise needed to perform everyday tasks confidently.</p>	<p>LEARNING INTENTION: To know that cooking food can change the flavour, texture and appearance of foods.</p> <p>Skills: To observe what happens when a range of foods, are heated and cooled, sorting and grouping them based on their observations</p> <p>Aim: Understand and apply the principles of nutrition and learn how to cook.</p>
<p>Key Vocabulary: Poultry, beef, pork, fish, milk, fruit, vegetables.</p>	<p>Key Vocabulary: Ingredients, preparations, tools, chopping, dicing, mashing, grating.</p>	<p>Key Vocabulary: Taste, texture, soften, bacteria, melt.</p>
<p>Recap & retrieval</p> <ul style="list-style-type: none"> Y1 where do foods come from? Vegetables and fruit (plants) meat and dairy (animals). 	<p>Recall & retrieval</p> <ul style="list-style-type: none"> Food comes from two main sources: animals and plants. Fruit and vegetables come from plants. 	<p>Recall & retrieval</p> <ul style="list-style-type: none"> Food comes from two main sources: animals and plants. Fruit and vegetables come from plants. Different tools have characteristics that make them suitable for peeling, grating, chopping and slicing.
<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> Food comes from two main sources: animals and plants. Fruit and vegetables come from plants. 	<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> Different tools have characteristics that make them suitable for peeling, grating, chopping and slicing. 	<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> Choosing how to cook an ingredient will affect the taste and texture. Meat needs to be cooked for it to be safe to eat.

- Milk comes mainly from cows but also from goats and sheep.
- Most eggs come from chickens.
- Honey is made by bees.

Teacher:

- Cows provide beef, sheep provide lamb and mutton and pigs provide pork, ham and bacon.
- Examples of poultry include chickens, geese and turkeys.
- Examples of fish include cod, salmon and shellfish.
- Oils are made from parts of plants.
- Sugar is made from plants called sugar cane and sugar beet.
- Plants also give us nuts, such as almonds, walnuts and hazelnuts.

- There are many ways to prepare ingredients.
- Some ingredients need to be prepared before they can be cooked or eaten.

Teacher:

- You can peel skins using a vegetable peeler, such as potato skins.
- You can grate hard ingredients, such as cheese or chocolate.
- You can chop vegetables, such as onions and peppers.
- You can slice foods, such as bread and apples.

Teacher:

- Some foods, such as ice and chocolate, melt when heated, but then harden (solidify or freeze) when cooled
- Vegetables soften when cooked.
- Meat browns and changes texture when cooked.

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LESSON 4	LESSON 5	LESSON 6
<p>LEARNING INTENTION: To know that design criteria are the goals the product must achieve to be successful.</p> <p>Skills: To generate and communicate their ideas about recipes.</p> <p>Aim: Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.</p>	<p>LEARNING INTENTION: To know that when following a recipe, measurements need to be correct.</p> <p>Skills: To safely prepare foods using a range of tools and following hygiene procedures.</p> <p>Aim: Understand and apply the principles of nutrition and learn how to cook.</p>	<p>LEARNING INTENTION: To know that finished products can be compared with design criteria to see how closely they match.</p> <p>Skills: To evaluate their product and plan improvements using their evaluation.</p> <p>Aim: Critique, evaluate and test their ideas and products and the work of others.</p>
<p>Key Vocabulary: Ingredients, recipe, measurements, Eton Mess.</p>	<p>Key Vocabulary: Equipment, safety, diagrams, modelling, design criteria.</p>	<p>Key Vocabulary: Taste, evaluate, amendments, appeal.</p>
<p>Recall & retrieval</p> <ul style="list-style-type: none"> • Food comes from two main sources: animals and plants. • Fruit and vegetables come from plants. • Different tools have characteristics that make them suitable for peeling, grating, chopping and slicing. • Choosing how to cook an ingredient will affect the taste and texture. 	<p>Recall & retrieval</p> <ul style="list-style-type: none"> • Food comes from two main sources: animals and plants. • Fruit and vegetables come from plants. • Different tools have characteristics that make them suitable for peeling, grating, chopping and slicing. • Choosing how to cook an ingredient will affect the taste and texture. • A recipe can be created using design criteria to know the goals of the finished product. 	<p>Recall & retrieval</p> <ul style="list-style-type: none"> • Food comes from two main sources: animals and plants. • Fruit and vegetables come from plants. • Different tools have characteristics that make them suitable for peeling, grating, chopping and slicing. • Choosing how to cook an ingredient will affect the taste and texture. • A recipe can be created using design criteria to know the goals of the finished product. • When cooking by hand, surfaces and equipment must be cleaned. • Tools must be handled safely.
<p>Key Knowledge:</p>	<p>Key Knowledge:</p>	<p>Key Knowledge:</p>

<p>Child:</p> <ul style="list-style-type: none"> • A recipe can be created using design criteria to know the goals of the finished product. <p>Teacher:</p> <ul style="list-style-type: none"> • Ideas can be communicated in a variety of ways, including written work, drawings and diagrams, modelling, speaking and using information and communication technology. • Is the product going to be sweet or savoury? This will affect which ingredients to use. 	<p>Child:</p> <ul style="list-style-type: none"> • When cooking by hand, surfaces and equipment must be cleaned. • Tools must be handled safely. <p>Teacher:</p> <ul style="list-style-type: none"> • Stir-frying involves cooking the ingredients in a wok over high heat. • A wok is a cooking pan shaped like a shallow bowl with handles. • This unique shape allows the heat to distribute evenly in the bottom, while the deeper sides make for easier stirring or tossing of the ingredients. 	<p>Child:</p> <ul style="list-style-type: none"> • Finished products can be compared with design criteria to see how closely they match. • Improvements can then be planned. <p>Teacher:</p> <ul style="list-style-type: none"> • Taste testing can be used to evaluate food products. • Testing other people's products can help to improve your future products.
<p>Assessment Cumulative quiz. Retrieval practice.</p>		