

## Design & Technology Unit Plan Year 2- Autumn 1

Year 2 Aut 1	Concept	Subject Skill (Learning Objective)	Subject Knowledge	Pedagogical Content (how you will teach)
Day 1	Investigate	<p>I am learning to sort foods into the 5 food groups using the Eat Well plate.</p> <p>I am learning to explain that food comes from plants or animal</p> <p>I am learning to explain that food has to be caught, farmed or grown.</p>	<p>I can name the 5 food groups with examples</p> <p>I know examples of foods which come from animals and foods which come from plants</p> <p>I know that some food is caught, farmed and grown</p>	<p><b>KQ: What are the 5 food groups? Where does food come from?</b></p> <p>Show a picture of a lettuce wrap on the IWB. <i>What food can you see? What types of food are these?</i></p> <p>Starter- Recap the 5 food groups using the Eatwell plate. Children to work in groups to sort the sorting cards into the different food groups. <i>Why is it important to have a varied diet?</i></p> <p><i>Where do foods come from?</i> Use the PPT to explain and discuss with children that food comes from plants and animals. Reinforce the key vocabulary- reared, grown and farmed. <i>What does this mean? Which foods on our Eatwell plate are grown/reared/farmed?</i></p> <p>Children to complete the sorting activity to demonstrate where food has come from.</p>
Day 2	Design	<p>I am learning to describe, explore and investigate existing products to help develop my ideas</p> <p>I am learning to talk in-depth about my ideas, plans and reasons for choices based on design criteria</p>	<p>I can design a lettuce wrap</p>	<p><b>KQ: What is a recipe?</b></p> <p>Explain that we are going to be making our own lettuce wraps. Have an example ready to show the children. <i>What ingredients are there here? What food groups are there? Is this a healthy meal?</i> Ask the children to taste and explore the example lettuce wrap. <i>What does it smell like? Does it smell appetising? What about the appearance? What does it taste like?</i> Children to complete the investigation sheet about the lettuce wrap, using the word mats to support them.</p> <p>Feedback their findings- use this together to create a design brief using the design brief document. E.g. My lettuce wrap should have three different vegetables. My lettuce wrap should look appetising.</p> <p>Explain that from this, the children will now design their own.</p> <p>Model designing a lettuce wrap, drawing a picture and labelling key ingredients. Underneath, explain why you have chosen those ingredients, thinking about the design brief and evaluation of existing wrap.</p> <p>Children to design their own.</p> <p>Plenary- <i>does your design meet the design brief?</i></p>
Day 3	Design Focused Practical task	<p>I am learning to use the cooking techniques: cutting, peeling and grating, chopping and slicing safely and hygienically</p>	<p>I can write the recipe and method for a lettuce wrap</p> <p>I can chop, cut, peel, grate and slice safely and hygienically</p>	<p><b>KQ: How do I make a lettuce wrap?</b></p> <p>Share design from yesterday. Explain that today we will be looking at how to make our lettuce wrap. Explain that I am going to make a lettuce wrap with carrots, cherry tomatoes and cucumber.</p> <p>Explain that if you are going to use some of these ingredients, you are going to need to use some tools safely at different stages of making your lettuce wrap. Show the different tools you might need to use- e.g. knife, grater, chopping board etc.</p> <p>Explain before you start, you need to make sure everything is clean in order to make sure you are making your lettuce wrap hygienically. Make clear to the children that the tools are clean and model washing your hands. Model making the lettuce wrap, pausing at each step to ask the children which tool they think you should use to achieve this e.g. to grate the carrot, chop the tomatoes etc. Model each skill clearly, reinforcing how to use it safely and why this is important.</p> <p>As you model, stick a picture of the tool used on the board next to the ingredient it was used for e.g. the picture of the grater next to the picture of the carrot. Stick these in order, as well as including key vocabulary such as cut, chop, grate. Keep this up on the board and explain that we can use this to write the <b>method</b> for making our lettuce wrap.</p>

				<p>Children to write the instructions for the lettuce wrap using the vocabulary first, second, next, and finally.</p> <p>After this, explain that each of the stages on our method are the different <b>cooking techniques</b> I needed to use to make this lettuce wrap. Explain that the children will now practice these by rotating around the different stations (one for each skill- chopping, cutting, grating.) Children to rotate around the stations.</p> <p>Feedback- <i>What went well? What did you find tricky? Why? How did we make sure we were safe and hygienic? Which ingredients would you like to use? Why?</i></p>
Day 4	Make	<p>I am learning to prepare simple dishes without the use of a heat source, safely and hygienically.</p> <p>I am learning to use the cooking techniques: cutting, peeling and grating, chopping and slicing safely and hygienically</p>	<p>I can make a lettuce wrap</p> <p>I can evaluate my lettuce wrap against the design brief</p>	<p>KQ: Can you follow a recipe?</p> <p>Recap method and skills from yesterday. <i>How can we overcome the challenges we faced?</i> Children to make lettuce wraps.</p>
Day 5	Evaluate	<p>I am learning to begin to evaluate my ideas and products against design criteria</p>		<p><b>KQ: Did I follow my design? Did I meet the design brief?</b></p> <p>Children to taste their lettuce wraps. Children to describe their lettuce wraps to another pair- the taste, appearance, texture etc. Children could use word mats to support them.</p> <p>Explain that now we have made our lettuce wraps, we are going to evaluate them. Ask the children what informed their design decisions- reinforce the design brief. Explain that because of this, we must evaluate against the design brief.</p> <p>Model evaluating against each of the design brief statements using the evaluation form (this will need to be filled in with the design brief statements you created as a class). Model tasting the lettuce wrap, looking at it and thinking about what went well and what could be better by referring to your brief.</p> <p>Children to evaluate their own.</p>

### Key vocabulary

Fruits and vegetables, proteins, carbohydrate, oils and spreads, fats and sugars, healthy, diet, plants, animals, farmed, grown, caught, safely, hygienically, cutting, peeling, chopping, slicing, ingredients, recipe

### Resources

Powerpoint, sorting cards, eatwell plate, design brief document, investigation sheet, method images and key vocabulary, evaluation document, word mats for evaluating