

Design Technology

Food technology Year 2

National curriculum	Vocabulary
<p>Design To design purposeful, functional, appealing products for themselves and other users based on design criteria. To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Make To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate To evaluate their ideas and products against design criteria To explore and evaluate a range of existing products</p> <p>Technical Knowledge To build structures, exploring how they can be made stronger, stiffer and more stable. To explore and use mechanisms (for example, levers, sliders, wheels and axles), in their product</p>	<p>animals caught cutting design farmed grating cut blend</p> <p>grown hygiene ingredients peeling plants taste</p>

Investigate Technical knowledge	Design	Make	Evaluate
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Year 2 – DT Skills

-Use knowledge of existing products to help come up with ideas -Know that all food comes from plants or animals -Know that food has to be farmed, grown elsewhere (e.g. home) or caught	-Develop their design ideas through discussion, observation, drawing and modelling -Identify a purpose for what they intend to design and make	-prepare simple dishes safely and hygienically, without using a heat source -Use techniques such as cutting, peeling and grating	-Evaluate their products as they are developed, identifying strengths and possible changes they might make -Talk about their ideas, saying what they like and dislike about them
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Learning Objective	Lesson outline
<p>Lesson 1: Investigate existing products LO: To know where vegetables come from.</p> <p>DT Skills: Know that all food comes from plants or animals.</p> <p>Know that food has to be farmed, grown elsewhere (e.g. home) or caught.</p>	<p>Investigate where foods come from (plants). Link to 'The eat well plate' studied through Science/Jigsaw lessons. Discuss existing soups – have they tried soup before? Which ones? Which do they like? What ingredients are used? Where do these ingredients come from? Teach pupils that vegetables come from different parts of a plant. A potato is a root vegetable, celery is a stem vegetable, tomatoes are fruit etc.</p> <p>WTS/ARE/GDS - taste test potential vegetables for soup</p>
<p>Lesson 2: Investigate existing products LO: To find out about different soup products to help with their ideas.</p> <p>DT Skills: Use knowledge of existing products to help come up with ideas</p>	<p>Range of different types of soups and how a mixture of ingredients are needed. Look at the product design – soup labels.</p> <p>WTS/ARE/GDS - Explore and evaluate existing products by providing a score out of 10 for appearance, smell, taste and texture. Evaluating the packaging.</p> <p>This lesson needs to focus on collecting ideas for their own soup recipes. Decide as a class on soup ingredients.</p>
<p>Lesson 3: Skills Practice LO: To know how to prepare vegetables for cooking.</p> <p>To understand how to prepare food hygienically.</p>	<p>Recap vegetables and where they come from.</p> <p>Teacher to model how to prepare different vegetables for cooking, such as peeling, grating and chopping. Discuss importance of hygiene/safety when cooking and potential hazards.</p>

<p>DT Skills: Prepare simple dishes safely and hygienically, without using a heat source</p> <p>-Use techniques such as cutting, peeling and grating</p>	<p>Use prepared vegetables to make a class mixture of soup.</p> <p>WTS – Support where needed through adult modelling.</p> <p>Photo evidence of pupils applying taught skills.</p>	
<p>Lesson 4: Design LO: To design a product (vegetable soup).</p> <p>DT Skills: Use knowledge of existing products to help come up with ideas.</p> <p>-Identify a purpose for what they intend to design and make.</p> <p>-Develop their design ideas through discussion, observation, drawing and modelling</p>	<p>Children work in groups to design own soup. They can select from vegetable options provided. Discuss what the key ingredient will be? How much of each vegetable will they include to affect the taste?</p> <p>Create a simple design criteria that the children need to think about and include in their design.</p> <p>ARE/GDS – Complete structured design sheet. Pupils write down what ingredients will be included, name of their soup and design a can label for the soup. Ask the children to decide on audience i.e. children or grandparent.</p> <p>WTS – Group discussion to support design sheet.</p>	
<p>Lesson 5: Make</p> <p>LO: To make a product (vegetable soup).</p> <p>DT Skills: Prepare simple dishes safely and hygienically, without using a heat source</p> <p>-Use techniques such as cutting, peeling and grating</p>	<p>Recap food hygiene/safety rules. What vegetables and skills will they use? Discuss their designs and the ingredients they require.</p> <p>ARE/WTS - Apply knowledge of hygiene and kitchen safety to make soup. Apply techniques such as cutting, peeling and grating when necessary.</p> <p>GDS - Explain choices, referring to their investigation of existing products.</p>	
<p>Lesson 6: Evaluate</p> <p>LO: To evaluate their finished product based on design criteria.</p> <p>DT Skills: Evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>-Talk about their ideas, saying what they like and dislike about them.</p>	<p>Pupils will evaluate a sample of their soup. They will evaluate against the design criteria which should include it's appearances, smell, taste and texture.</p> <p>ARE - Evaluate their final products against success criteria. What did they like/dislike? What would they have done differently? Is their product healthy? Is it appealing?</p> <p>WTS – Structured evaluation sheet. Use scores out of 10 instead of written responses.</p> <p>GDS – Also evaluate their strengths/weaknesses in terms of the skills applied.</p>	
<p>Working towards</p>	<p style="text-align: center;">End of unit assessment</p> <p>Working at Age related expectations</p>	<p>Working at a greater depth</p>