

<u>Year Group:</u> <u>Year 2</u>	<u>Topic:</u> <u>Islands</u>	<u>Term:</u> <u>Autumn 1</u>	<u>Main Focus:</u> <u>Food - Preparing fruit and vegetables</u>
<u>Rationale For Topic</u> This term children will be learning about food preparation, hygiene and cooking. The children will design, make and evaluate a vegetable salad for their families for the harvest festival. Children will examine a range of fruit/vegetables and answer questions to develop their understanding. They will handle, smell and taste fruit and vegetables in order to describe them through talking and drawing. They will evaluate existing products to determine what the children like best and have the opportunity to investigate preferences of their intended users/suitability for intended purposes. They will learn about the importance of hygiene and safety while cooking/preparing food. They will learn how to use a range of cooking utensils and see the effect these have. Using discussions, drawings and writing they will plan their vegetable salads with a specific purpose/design criteria in mind. The children will then be able to make their salads and enjoy them at a harvest picnic (link to RE - celebrations).			
<u>Lesson Number</u>	<u>Learning Objective (s):</u>	<u>Success Criteria:</u>	<u>Brief outline / reasoning for sequence</u>
1	LO: To examine and describe a range of vegetables	- I will taste a selection of vegetables - I will describe each vegetable - I will choose which vegetables to use in my vegetable salad	What is this called? Who has eaten this fruit/vegetable before? Where is it grown? When can it be harvested? What are its taste, smell, texture and appearance? What will it look like if we peel it or cut it in half? What are the different parts called? What words can we use to describe the shape, colour, feel, taste? What do you prefer and why? What might we want to include in our product to meet our user's preferences? Which fruit/vegetables might be the best for our product to match the occasion/purpose?
2	LO: To create a health and safety	- I will identify ways I can	Before making their vegetable salads, we will discuss

	poster for cooking	use equipment safely - I will identify ways to be hygienic when cooking - I will present information in a poster style	basic food hygiene practices when handling food including the importance of following instructions to control risk e.g. What should we do before we work with food? Why is following instructions important? The children will then make a health and safety poster for children to use when cooking.
3	LO: To identify the use for different cooking utensils	- I will use different cooking utensils - I will know the different effects utensils make - I will know the purpose of using different utensils - I will discuss the importance of eating fruits and vegetables	Demonstrate how to use simple utensils and provide opportunities for the children to practise food - processing skills such as washing, grating, peeling, slicing, squeezing e.g. Do we eat the whole fruit/vegetable? Why or why not? Which parts do we eat? What might we have to do before eating this? Why do we cut, grate, peel and slice in this way? Discuss different effects achieved by different processes. Discuss healthy eating advice, including eating more fruit and vegetables; using The eatwell plate model talk about the importance of fruit and vegetables in our balanced diet e.g. Why is it good to eat fruit and vegetables? How many pieces of fruit/vegetables do you eat per day? Why is it important to wash fruit/vegetables before we eat them? Take photos of the children using different cooking utensils.
4	LO: To design and plan my vegetable salad	- I will discuss which utensils and ingredients I will need - I will draw pictures and write instructions to help me plan my vegetable salad	As a class we will agree on a design criteria that can be used to guide the development and evaluation of children's products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Use talk and drawings when planning for a product; ask the children to develop, model and communicate their

		- I will discuss the design criteria	ideas e.g. What will you need? What fruit/vegetable will you need? How much will you need? How will you present the product? Talk to the children about the main stages in making, considering appropriate utensils and food processes they learnt about through IEAs and FTs.
5	LO: To follow my plan to make my vegetable salad	- I will use the equipment safely and be hygienic - I will follow my recipe carefully - I will make my vegetable salad as specified in my plan	In this lesson the children will be making their salads. With adult support and in small groups, they will gather the utensils and ingredients they need. They will prepare their salads safely and hygienically. They will then enjoy their salads as part of a harvest festival picnic (RE link - celebrations).
6	LO: To evaluate my vegetable salad	- I will evaluate what went well - I will identify what could have been improved - I will evaluate against the intended user and design criteria	In this lesson the children will learn how to evaluate the product with the intended user and against the design criteria.