

ADVENT TERM - CYCLE A Design Technology – Year 2* and Year 1 - Medium Term Planning – Cooking and Nutrition Design and make an Asian meal		
<u>LESSON 1</u>	<u>LESSON 2</u>	<u>LESSON 3</u>
Recap & retrieval Y1 where do foods come from? Vegetables and fruit (plants) meat and dairy (animals).	Recall & retrieval Food comes from two main sources: animals and plants. Fruit and vegetables come from plants.	Recall & retrieval - 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.
LEARNING INTENTION: To know that food comes from either plants or animals.	LEARNING INTENTION: To know that different tools have characteristics that make them suitable for specific purposes.	LEARNING INTENTION: To know that cooking food can change the flavour, texture and appearance of foods.
Skills: Disciplinary Knowledge Year 1 To identify where different foods have come from. (animal or plant) Year 2 To identify where different foods have come from. (animal or underground etc) Aim: Develop the creative, technical and practical expertise needed to perform everyday tasks confidently.	Skills: Disciplinary Knowledge Year 1 To choose the appropriate tool for a task. Year 2 To choose the appropriate tool for a task and give a reason for your choice. Aim: Develop the creative, technical and practical expertise needed to perform everyday tasks confidently.	Skills: Disciplinary Knowledge Year 1 To observe what happens when a range of foods, are heated and cooled. To sort and group a range of foods based on observations. Year 2 To observe what happens when a range of foods, are heated and cooled. To compare, sort and group a range of foods based on observations. Aim: Understand and apply the principles of nutrition and learn how to cook.
Key Vocabulary: Poultry, beef, pork, fish, milk, fruit, vegetables.	Key Vocabulary: Ingredients, preparations, tools, chopping, dicing, mashing, grating.	Key Vocabulary: Taste, texture, soften, bacteria, melt.
Key Knowledge: Child:	Key Knowledge: Child:	Key Knowledge: Child: Choosing how to cook an ingredient will affect the taste and texture.

- Food comes from two main sources: animals and plants. - Fruit and vegetables come from plants. - 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.	- Different tools have characteristics that make them suitable for peeling, grating, chopping and slicing. - 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.	- Meat needs to be cooked for it to be safe to eat. 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.
Scaffolding Food groups with corresponding source for the children to use as a guide.	Scaffolding Tool and matching activity using images.	Scaffolding Key words to use in the description of the vegetables before and after cooking.
Learning Task Recap on the sources of food, namely plant and animal sources, and ask the children for examples of foods from each source. Show the Where does our food come from? presentation and discuss the information. Give each child A3 copies of the Food sources recording sheet and a set of the Food types cut outs. Invite them to cut out and match the food with where it comes from. Encourage the children to share their groupings and address any misconceptions before they stick down or record their answers.	Learning Task Provide the children with a range of tools used for preparing and cooking food. Allow the children to investigate the features of each tool and think about what each one might be used for and its properties that make it suitable for this purpose. Give each child a Which tool? recording sheet. Encourage the children to attempt the task, under supervision, using the tools provided and select which tool works best. Encourage them to complete the recording sheet, explaining the reasons for their choices and	Learning Task Show the children the Why do we cook our food? presentation and discuss the reasons for cooking foods. Explain that they will explore how pulses and root vegetables are softened by cooking. Allow the children to look at and feel a variety of dried pulses and root vegetables, including lentils, chickpeas, kidney beans, butter beans, carrots, parsnips and turnips, and discuss why they need cooking. Provide each child with a root vegetable to prepare by peeling and chopping. Remind the children of hygiene rules around food preparation and supervise the use of

	ask them to share their answers at the end of the session.	sharp knives. Put a selection of pre-soaked dried pulses and the children's prepared vegetables into pans of water and simmer for 20 minutes or until soft. Allow the children to cut and taste the cooked vegetables and pulses and discuss how they have changed after cooking. Give each child a Why we cook our food activity sheet to consolidate their understanding.
Extension More complex foods such as cakes – can they look at a recipe of the cake and identify where each ingredient is sourced from?	Extension Have pictures of prepared food. Ask the children to identify how it was prepared and what tool was used- can they justify their answer?	Extension Why do you think we cook meat? Why do we cook eggs? How can we cook them?

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<u>LESSON 4</u>	<u>LESSON 5</u>	<u>LESSON 6</u>
Recall & retrieval - 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.	Recall & retrieval - 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.	Recall & retrieval - 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.
LEARNING INTENTION: To know that design criteria are the goals the product must achieve to be successful.	LEARNING INTENTION: To know that when following a recipe, measurements need to be correct.	LEARNING INTENTION: To know that finished products can be compared with design criteria to see how closely they match.
Skills: Disciplinary Knowledge Year 1 To talk about their recipe ideas.	Skills: Disciplinary Knowledge Year 1 To safely prepare food using the chosen tools (with support). To wash their hands and clean surfaces.	Skills: Disciplinary Knowledge Year 1 To talk about their product and plan improvements using their evaluation.
Year 2 To generate and communicate their ideas about recipes.	Year 2 To safely prepare foods using a range of tools (with increasing confidence) and following hygiene procedures.	Year 2 To evaluate their product and plan improvements using their evaluation.
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.	Aim: Understand and apply the principles of nutrition and learn how to cook.	Aim: Critique, evaluate and test their ideas and products and the work of others.
Key Vocabulary: Ingredients, recipe, measurements, Eton Mess.	Key Vocabulary:	Key Vocabulary: Taste, evaluate, amendments, appeal.

	Equipment, safety, diagrams, modelling, design criteria.	
Key Knowledge: Child: - A recipe can be created using design criteria to know the goals of the finished product. Teacher: - 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.	Key Knowledge: Child: - When cooking by hand, surfaces and equipment must be cleaned. - Tools must be handled safely. Teacher: - 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.	Key Knowledge: Child: - Finished products can be compared with design criteria to see how closely they match. - Improvements can then be planned. Teacher: - Taste testing can be used to evaluate food products. - Testing other people's products can help to improve your future products.
Scaffolding Recipe with images to support reading of recipe.	Scaffolding Photos of school meals from our school, can the children use what they have seen to choose ingredients and write recipe.	Scaffolding Use recording device to record the children's thoughts and opinions on their product.
Learning Task Ask the children what a recipe is and discuss their ideas. Show them the How to read a recipe presentation to introduce the format of a recipe. Explain to the children that they will follow a recipe to make a dessert called Eton Mess. Give each child a copy of the Eton Mess recipe and read through it together, discussing the pieces of information and asking questions, such as 'How many people will this recipe serve? How long will it take to make? Do we need a chopping board? What do we need to do first?' Put the children into groups with an adult to follow the recipe and create the dessert.	Learning Task Introduce the important role of the school kitchen staff in preparing and cooking healthy and tasty meals. Explain to the children that the school's kitchen staff want to make a new lunchtime meal that must be healthy, taste good, involve cooking and include pulses and root vegetables. They have chosen two recipes that they would like the children to test. Put the children into groups with an adult and ask them to read the New school meal recipes. Ask the children to look at each recipe and answer the questions to see how well each recipe fits the design criteria. As a class, decide on the best recipe	Learning Task Make the chosen recipe as a teacher demonstration to the children. Involve the children in preparing the ingredients and measuring quantities, and encourage them to read the recipe and follow the steps as you work. Invite the children to taste the finished meal and comment on the taste, texture and appearance. Use a camera to take a photograph of the meal. Note: Before cooking, discuss hygiene rules associated with food preparation, including wearing an apron, washing hands, washing fruit and vegetables and maintaining a clean workspace.

Note: Before cooking, discuss hygiene rules associated with food preparation, including wearing an apron, washing hands, washing fruit and vegetables and maintaining a clean workspace. Check for allergies and gain parental permission before tasting foods.	and give each child a New school meal recording sheet to complete to record their thinking.	Check for allergies and gain parental permission before tasting foods. Recap on the five design criteria and invite the children to discuss the success of the new meal. Ask questions, such as 'Did the meal fulfil the design criteria? What did you enjoy? What would you improve? Would you eat the new meal if it was served at lunchtime?' Provide each child with a photograph of the finished meal and a New school meal evaluation sheet. Ask the children to evaluate the meal and give it a star rating
Extension After making, discuss how the children found following the recipe and ask questions, such as 'Did you follow the steps in order? Did the recipe work? How important was each part of the recipe? Why were the measurements useful?' Give each group the Eton Mess recipe evaluation sheet to complete.	Extension Take inspiration from some foreign meals such as Chinese food, Indian food etc. What ingredients will they have?	Extension Create a poster for advertising the school meal and show it too different classes taking a survey if they would eat the meal or not just from appearance. This is where the images of the product will be useful.
Assessment Cumulative quiz. Retrieval practice.		