

Year Group: 2	Term: Autumn	Topic: Food
NC Links		
To use the basic principles of a healthy and varied diet to prepare dishes. To understand where food comes from.		
Other Curriculum Links		
Science - food hygiene and bacteria. Food groups/Eatwell plate. PSHE - healthy living		
Links to Caedmon Curriculum Drivers		
Healthy minds and bodies		
Knowing that good mental health allows us to develop the resilience we need to help us with challenges we may face Knowing that having healthy bodies and mind means we will be ready to learn and have the best chance of success		
Links to Rights Respecting		
Article 28 - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.		
Links to North East Ambition		
Link a lesson to the career of a dietician. What does the dietician entail? What skills are needed in the job? What educational route would a dietician go down? Link a lesson to the career of a baker. What does the job entail? What skills are needed in the job? What do bakers make? What specific areas of focus can you have as a baker? Link a lesson to the career of a caterer. What does the job entail? What skills are needed in the job? What type of food are you responsible for making? Gatsby Benchmark 4 - Linking curriculum learning to careers Gatsby Benchmark 5 - Encounters with employers and employees Gatsby Benchmark 6 - Experiences of workplaces		
Topic Overview		
<ul style="list-style-type: none"> Children will build on their understanding of healthy and varied diets learned through their science units. They will name the main food groups and identify foods that belong to each group. Children will describe the taste, texture and 		

smell of a given food and think of four different wrap ideas, considering flavour combinations. Children will construct a wrap that meets the design brief and their plan

Possible Visits/Visitors

Visit a local farm to explore where a range of vegetables and meat comes from. Visit the local supermarket to buy the food needed for your project or to explore where food comes from (Tesco Eat Happy project).

Essential Subject Skills to be covered

- Design a healthy wrap based on a food combination which works well together.
- Slice food safely.
- Construct a wrap that meets a design brief.
- Describe the taste, texture and smell of fruit and vegetables.
- Taste test food combinations and final products.
- Describe the information that should be included on a label.
- Evaluate which grip was most effective.

Overall Learning Outcomes

By the end of this unit, children will have approached a design brief and developed an idea for a product based on this. They will have explored various ingredients and discussed the qualities of them. They will discuss their ideas through talk and writing. They will develop a range of techniques then make their product safely. They will evaluate their product and discuss strengths and weaknesses of their work.

Learning Intentions (for use in self assessment at end of topic)

- To know what makes a balanced diet
- To taste test food combinations
- To prepare food safely and hygienically using suitable tools
- To design a healthy wrap
- To make a healthy wrap
- To be able to evaluate ideas and product

Year Group: 2	Term: Autumn	Topic: Food
Sequence of lessons		
<p>Use Kapow sequence of lessons for progression and support with skills</p> <p>Teachers will begin by raising awareness of hidden sugars in food and the impact this can have on a balanced diet. Children to use the NHS EatWell plate and their knowledge from science to discuss what is accepted as a balanced diet.</p> <ul style="list-style-type: none"> • Children to test different foods, reacting to the smell, touch and taste. • Present children with design brief for a healthy school wrap; draw on their knowledge of a balanced diet, tastes and textures etc. Children to design their wrap. • Children to prepare food from their wrap using grater, knife and spoon. Emphasis on safety - refer to DT risk assessment • Remind children of what they know about food safety and hygienic food preparation; link back to learning in Year 1. Remind children of design brief and the criteria for the product that they are making. Children to make their wrap. Children to taste the wraps then complete a review of each wrap they tasted. This will inform the next lesson - evaluation. • Children to evaluate their own wraps based on the feedback received in the previous lesson. Remind children of feedback (both positive and constructive) is an important part of the process and will help them to develop their ideas for future. 		
Suggested Strategies for Recording Learning		
<ul style="list-style-type: none"> • Explore different food products and write comments/teacher to write verbal feedback. • Photograph work • Designs/sketches and annotations • Evaluation 		