

Year 2 Food technology (Making a lolly)

What I should know.

- Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.
- Experience of cutting soft fruit and vegetables using appropriate utensils.

Knowledge

Design

Understand to remain frozen the product must be stored properly.
That presentation is an important part of design.

Making

How to cut with a degree of accuracy
How to prepare food safely.

Evaluate

An evaluation describes good and bad features of a project

Vocabulary

fruit and vegetable names, names of equipment and utensils

sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard

flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria

DT Skills

Designing

- Design appealing products for a particular user based on simple design criteria.
- Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.
- Communicate these ideas through talk and drawings.

Making

- Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.
- Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product

Evaluating

- Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.
- Evaluate ideas and finished products against design criteria, including intended user and purpose.

Technical knowledge and understanding

- Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.
- Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate.
- Know and use technical and sensory vocabulary relevant to the project.



Working Toward Expected	Expected Standard	Exceeding Expected Standard
<p>Cooking and Nutrition Talk about what he/she eats at home and begin to discuss what healthy foods are.</p>	<p>Cooking and Nutrition Understand the need for a variety of food in a diet.</p>	<p>Cooking and Nutrition Talk about the different food groups and name food from each group</p>
<p>Cooking and Nutrition Say where some food comes from and give examples of food that is grown.</p>	<p>Cooking and Nutrition Understand that all food has to be farmed, grown or caught.</p>	<p>Cooking and Nutrition Understand that food has to be grown, farmed or caught in Europe and the wider world</p>
<p>Cooking and Nutrition Use simple tools with help to prepare food safely</p>	<p>Cooking and Nutrition Use wider range of cookery techniques to prepare food safely.</p>	<p>Cooking and Nutrition Use a wider variety of ingredients and techniques to prepare and combine ingredients safely</p>
<p>Cooking and Nutrition Create simple designs for a product.</p>	<p>Cooking and Nutrition Design purposeful, functional, appealing products for himself/herself and other users based on design criteria.</p>	<p>Cooking and Nutrition Talk about the different food groups and name food from each group</p>
<p>Cooking and Nutrition Use pictures and words to describe what he/she wants to do.</p>	<p>Cooking and Nutrition Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock ups and where appropriate, information and communication technology.</p>	<p>Cooking and Nutrition Understand that food has to be grown, farmed or caught in Europe and the wider world</p>